

**AGENDA
(Amended)**

EIA and Improvement Mechanisms Subcommittee

Monday, November 9, 2015
10:00 AM, Room 403, Blatt Building

- | | | |
|------|---|---------------|
| I. | Welcome and Introductions | Dr. Bob Couch |
| II. | Approval of Minutes of September 21, 2015 Meeting | Dr. Bob Couch |
| III. | FY2016-17 Budget Issues | |

SC Department of Education

Reach Out and Read
Callee Boulware, Program Director

Teacher Recruitment
Jane Turner, Executive Director of CERRA

SC Public Charter School District
Elliot Smalley, Superintendent

Commission on Higher Education

Patriot's Point (Literacy & Distance Learning)

Science P.L.U.S.

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| IV. | Adjournment | |
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David Whittemore
CHAIR

Daniel B. Merck
VICE CHAIR

Anne H. Bull

Bob Couch

Mike Fair

Raye Felder

Margaret Anne Gaffney

Barbara B. Hairfield

Nikki Haley

R. Wesley Hayes, Jr.

Dwight A. Loftis

Deb Marks

John W. Matthews, Jr.

Joseph H. Neal

Neil C. Robinson, Jr.

Molly Spearman

Patti J. Tate

Subcommittee Members:

Dr. Bob Couch, Chair
Margaret Anne Gaffney
Rep. Dwight Loftis
Deb Marks
Rep. Joe Neal
David Whittemore

Melanie D. Barton
EXECUTIVE DIRECTOR

Minutes
EIA and Improvement Mechanisms Subcommittee
September 21, 2015, 2015
1:00 PM, Room 403 Blatt Building

Approval of the Minutes of November 16, 2014

There being no changes, the minutes were approved as distributed.
EIA Subcommittee

Subcommittee Members Present: Dr. Bob Couch (Chair), Mrs. Margaret Anne Gaffney, Rep. Dwight Loftis, Rep. Joe Neal, Mrs. Deb Marks, and Mr. David Whittemore

EOC Staff Present: Dr. Kevin Andrews, Mrs. Melanie Barton, Ms. Hope Johnson-Jones, Ms. Bunnie Ward, and Mrs. Dana Yow

Welcome and Introductions

Dr. Couch convened the meeting at 1:03 p.m.

Approval of the Minutes of May 18, 2015

Mrs. Marks moved to approve the minutes as distributed, and Rep. Neal seconded the motion. The May 18, 2015 minutes as distributed were approved.

Educational Credits for Exceptional Needs Children

Melanie Barton briefed the Subcommittee on the Educational Credits for Exceptional Needs Children Program. Act 92 of 2015 expressly charges the Department of Revenue for sole oversight over the nonprofit scholarship funding organizations (SFOs). The EOC is responsible for approving schools to participate in the program.

On September 1, 2015 101 schools were approved to participate. Mrs. Barton summarized the draft report and noted that report includes the number of grants and total amount of grants received by each school in 2014-15. This data is self-reported by the schools. There were some discrepancies noted between the funds reported by schools and those reported by the SFOs. Currently there are four SFOs providing scholarships to students. Three fourths of the scholarship in 2014-15 supported special needs students attending schools at Support Levels II and III, which provide more comprehensive services to special needs students than Level I Schools.

Rep. Neal inquired about one school that decided not to apply for educational credits due to the requirement to submit student assessment data. Typically, the private schools reported assessment results for Terra Nova, MAP and Stanford 10. For students with severe cognitive disabilities, assessments can be performance-based tasks due to the degree of disability. Ms. Barton explained that the law requires the assessment data to be reported. Ms. Barton referred the Subcommittee to Appendix F which provides detailed breakdown of number and total amount of grants received by schools participating in ECENC Program in 2014-15 by each SFO.

Rep. Neal also asked about the SFO process for determining scholarships for students. With clarification from legislative staff, Mrs. Barton noted that prior to the current year, SFOs did not have to disclose the criteria used to award scholarships. For the current fiscal year, SFOs had to report the criteria to the Department of Revenue.

Mrs. Barton noted that with the program authorized in proviso rather than permanent statute, the program guidelines changes each year, creating issues for parents and schools. For example, three schools failed to meet the deadline for applying for participation in the program because the schools were not aware of the new deadlines.

Rep. Neal asked if schools serve all student ethnicities. Mrs. Barton responded that schools are only required to certify that they do not discriminate. Rep. Loftis noted that Level III schools cost more to serve fewer students, so funding would need to be addressed. Mrs. Barton noted there will be a joint resolution introduced in the legislature in January to extend the deadline for schools applying for the program.

Rep. Loftis asked if the current timing is working. Mrs. Barton noted it would be helpful to back up the application process but funding could be distributed as currently scheduled.

2016-17 Education Improvement Act (EIA) Budget

Dr. Couch noted the availability of information to students is astronomical, and the idea that we continue to teach as we have always taught needs to change. Dr. Couch suggested that an October 2012 report should set the framework for the EIA's budget for 2016-17. The report stated specific goals. Learning should be:

- performance driven so learners are college, career and citizenship ready;
- centered on students because passion comes when students own their learning;
- personalized and address individual needs of students;
- applied so students learn with context and can think critically and solve problems;
- tech enabled in an effective manner for students while being cost efficient.

The Organisation for Economic Co-operation and Development (OECD) also distributed an October 2009 report. South Carolina was selected for an international comparison. SC was commended for having high level educational programs. One gap identified was too many kids had basic skills gaps that were not addressed prior to their enrollment in higher education.

Dr. Couch also remarked that educators can no longer isolate themselves from the world around them and the mobility and challenges students face.

Dr. Couch suggested to the Subcommittee that EIA programmatic and funding priorities for 2016-17 should:

- provide funding for industry certification, similar to AP funding

- establish dual credit enrollment in a manner that will provide opportunity to students without shortchanging higher education with decrease in tuition revenues
- connect students to industry employers, by using web-based portals such as STEMPremier.
- establish computer science as a high school graduation requirement.

Mrs. Barton provided an update on EIA revenue estimates for 2016-17. She noted that dual enrollment funding has been left to the discretion of local districts, which leads to less opportunity for some students if they are in a district that does not fund dual enrollment opportunities.

EIA revenues for 2016-17 are projected to total \$732 million, a \$35.8 million increase over the current year's appropriation base. . The Board of Economic Advisors will make its next formal projection in November. There is a \$35.8 million increase in the EIA base, not including \$732 million that can be reallocated. Non recurring EIA revenues are estimated to be \$1.5 million.

Teacher salary increases will be a primary issue this year. Mrs. Barton noted Dillon 3 and 4 pay at statewide minimum but all other districts pay teachers above statewide minimum. EFA and EIA travel together to determine average teacher salary in South Carolina.

Bunnie Ward provided an overview of EIA Subcommittee timeline. Currently there are over 40 programs that will submit program reports and the EOC expects some new applications for EIA funding. Program reports are due October 2. Program report binders will be distributed to EIA members during the EOC Full Committee meeting on October 12. The EIA Subcommittee will meet November 9 to hear testimony, and staff anticipates testimony will take most of day. Ms. Ward also discussed a revised program report format that requires programs to provide outcomes and to explain how their work relates to the Profile of a SC Graduate.

Rep. Loftis noted there is potential for a lot of duplication and sometimes it is hard to identify duplication and similarities. Some districts are concerned about "top down" approaches from the state, but they also want consistency. Rep. Loftis asked how the State can encourage both consistency and local control in public education. For example, the school district of Greenville has spent about \$378,000 on an online guidance tool similar to STEMPremier.

Dr. Couch noted the biggest challenge will be to make the job connection for students in rural areas. STEMPremier can identify potential candidates for industry based on specific requirements. Regarding STEMPremier, the EOC could ask districts currently using it to participate in an evaluation. Mrs. Barton noted it may be helpful for the Abbeville districts.

Rep. Neal expressed concern about how to account for rural areas that may not have industry. Rep. Neal is concerned long term that unless South Carolina is able to solve basic funding inequities we are not doing enough to get resources in districts that need it the most. The lack of funding is still the basic problem. The State needs to look at a holistic approach to balance funding across state. If lack of funding is a drag on performance for districts, we need to think critically about what it takes to educate a student in South Carolina.

Rep. Neal would like to see some boldness among underperforming districts to initiative innovate, experiment. These districts need the freedom to innovate in student learning and teaching. Rep. Neal voiced concern that we get the same results because the State has not been aggressive to help districts truly innovate and perform.

Dr. Couch noted in the past there has been a district mentoring program so that districts can share strategies. Culture and climate in schools has to change to one of achieving and believing for students and faculty. Rep. Neal noted too many schools lack strong leadership who can galvanize teachers, families and students. There is a lack of funding for hiring well qualified and capable teachers and principals. Rep. Neal requested Subcommittee to consider a method for allowing experimentation through the EIA for underperforming districts. We need to do something different and not just tinker around the edges.

Mrs. Marks noted school districts may need more flexibility so they can implement what they need. She also requested that EOC staff provide summary information about the various line items included in the EIA funding history summary. Mrs. Barton agreed and said the information will be provided with the notebooks by October 12.

Meeting adjourned at 2:33 p.m.

2016-17 EIA Subcommittee Timeline

Date	Meeting Time/Location	Meeting Objective(s)
September 21, 2015 (Subcommittee Meeting)	1 pm – 3 pm in Blatt 403	Orientation for EIA Subcommittee members, including budget numbers and priorities. Also discuss Educational Credits for Exceptional Needs Children.
October 12, 2015	1 pm in Blatt 403	Distribute EIA notebooks with program reports at EOC Full Committee.
November 9, 2015 (Subcommittee Meeting)	All day - Begins at 10 and will adjourn after all testimony has been presented. In Blatt 403	Testimony from EIA-funded programs.
November 16, 2015 (Subcommittee Meeting)	10 am – 12 noon in Blatt 403	EIA Subcommittee discusses EIA funding and develops recommendations.
December 7, 2015 (Tentative Subcommittee Meeting)	10 am – 12 noon. In Blatt 403.	Tentative Meeting to finalize recommendations.
December 14, 2015 (Full Committee)	1 pm in Blatt 403.	Present final EIA Subcommittee recommendations to full EOC Committee.
May 16, 2016	10 am -12 noon in Blatt 433.	Discuss Teacher Loan Survey Report and Parent Survey. Provide comments (prior to Report going to Full Committee June 13).

EIA Subcommittee Members

Dr. Bob Couch, Chair
 Margaret Anne Gaffney
 Deb Marks
 Rep. Joe Neal
 David Whittemore
 Rep. Dwight Loftis

FY2015-16	Line Item(s)	EIA Appropriation
1	Aid to Districts	\$37,386,600
2	Student Health and Fitness Act - Nurses	\$6,000,000
3	TECH Prep	\$3,021,348
4	Modernize Vocational Equipment	\$7,260,261
5	Arts Curricular Grants	\$1,487,571
6	Adult Education	\$15,073,736
7	Students at Risk of School Failure	\$79,551,723
8	High Schools that Work	\$2,146,499
9	Summer Reading Camps	\$1,500,000
10	Reading Coaches	\$4,961,278
11	Education Economic and Development Act (EEDA)	\$6,013,832
12	Assessment/Testing	\$27,261,400
13	Reading	\$6,542,052
14	Instructional Materials	\$20,922,839
15	EAA -Technical Assistance	\$8,800,000
16	PowerSchool/ Data Collection	\$7,500,000
17	CDEP- SCDE	\$34,324,437
18	EIA -Four-Year-Old Child Development	\$15,513,846
19	Teacher of the Year	\$155,000
20	Teacher Quality	\$372,724
21	Teacher Salary Supplement & Fringe Benefits	\$145,907,443
22	National Board Certification	\$54,000,000
23	Teacher Supplies	\$13,596,000
24	Professional Development	\$9,515,911
25	ADEPT	\$873,909
26	Technology	\$12,271,826
27	Transportation	\$12,575,684
28	Rural Teacher Recruiting Incentives (CERRA)	\$1,500,000
29	Education Oversight Committee	\$1,793,242
30	Center for Educational Partnerships - USC	\$715,933
31	SC Council on Economic Education	\$300,000
32	Science P.L.U.S.	\$563,406
33	Centers of Excellence - CHE	\$787,526
34	Center of Excellence to Prepare Teachers of Children of Poverty - Francis Marion	\$350,000
35	Center for Teacher Recruitment, Retention and Advancement	\$4,435,725

FY2015-16	Line Item(s)	EIA Appropriation
36	SC Program for Recruitment of Minority Teachers	\$339,482
37	Teacher Loan Program	\$5,089,881
38	S ² TEM Centers SC	\$1,750,000
39	Teach For America SC	\$3,000,000
40	SC ETV – Public Education and Infrastructure	\$4,829,281
41	SC Youth ChalleNGe Academy	\$1,000,000
42	Literacy & Distance Learning (Patriots Point)	\$415,000
43	Regional Education Centers (Commerce)	\$1,302,000
44	Reach Out & Read	\$1,000,000
45	Arts Curricula	\$1,000,000
46	Charter School District	\$69,571,619
47	Office of First Steps to School Readiness	<u>\$29,135,608</u>
	Subtotal:	\$663,414,622
	Other:	
48	Other Agencies Teacher Salary	\$11,532,710
	SCDE Personnel & Operations	\$7,750,918
	TOTAL EIA Recurring Appropriations:	\$682,698,250
	Programs shaded in blue are administered by SCDE	
Proviso 1A.59.	EIA Non-Recurring Appropriations:	
	EOC Partnerships for Innovation	\$900,000
	Allendale County School District	\$150,000
	Modernize Vocational Equipment	\$1,501,307
	Assessment	\$7,300,000
	Digital Music Materials	\$625,000
Act 92	Modernize Vocational Equipment	\$6,538,722
	Reading Coaches	\$4,961,278
	EEDA	\$1,400,000
	Transition Payments	<u>\$7,600,000</u>
	TOTAL EIA Non-Recurring:	\$31,976,307
49	New-STEM Premier	
50	FY 2016-17 EIA Renumbered Proviso Base	

EIA Program Report for Fiscal Year 2015-16

Coversheet			
EIA-Funded Program Name	Aid to Districts	Address	

2015-16 EIA Appropriation	\$37,386,600	2014-15 EIA Appropriation (if program funded last year)	\$37,386,600
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Program Contact	Mellanie Jinnette	Organization	SC Dept. of Education
Contact Title	CFO	Address	1429 Senate Street room 308
Contact Phone	803-734-3605	Contact E-Mail	mjinnett@ed.sc.gov

Description of Program: Funds used to assist the state in meeting IDEA Maintenance of Effort (MOE) for school districts. If using other state funds, state MOE is met, the entire appropriation is allocated based on weighted pupil units.

EIA Program Report for Fiscal Year 2015-16

1. Program History

Please mark the appropriate response. Choose one.

This program:

- was an original initiative of the Education Improvement Act of 1984
- was created or implemented as part of the Education Accountability Act of 1998, as amended through 2014
- has been operational for less than five years
- was funded last fiscal year by general or other state funds
- is a new program implemented for the first time with EIA revenues
- is receiving EIA funds for the first time in 2015-16
- Other (please describe):

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year’s general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws: N/A

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015): Provisos 1A.32; 1A.34; 1A.50

Regulation(s): N/A

B. Other Governing Guidelines

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

Yes No

If yes, please describe:

Program Description

The following questions ask for information relevant to the program’s goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal:** Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program’s control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

Goals	
1	Meet statewide Maintenance of Effort for Special Education student funding
2	
3	
4	
5	

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

EIA Program Report for Fiscal Year 2015-16

Fiscal Year 2014-15		
Strategy		Progress (completed, in progress, not begun)
1	Ensured MOE met for SC	completed
2		
3		
4		
5		
6		
7		
8		

Fiscal Year 2015-16		
Strategy		Progress (completed, in progress, not begun)
1	Ensure Moe met for SC	In progress
2		
3		
4		
5		
6		
7		
8		

5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program’s progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
Indicator		Progress (completed, in progress, not begun)
1	SC expenditures adequate to cover MOE at the state level using current statewide funding	completed
2	Funding provided after all districts have submitted required safety plans	completed
3		
4		
5		
6		
7		
8		

EIA Program Report for Fiscal Year 2015-16

Fiscal Year 2015-16		
Indicator		Progress (Intended Benchmarks)
1	SC expenditures adequate to cover MOE at the state level using current statewide funding	45-day funding review to ensure MOE met
2	Funding provided after all districts have submitted required safety plans	All districts have submitted safety plans
3		
4		
5		
6		
7		
8		

6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students’ reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

- A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
- B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

Past Outcomes Fiscal Year 2014-2015		How Does the Outcome Contribute to the Profile of a SC Graduate?
1	MOE met according to statewide funding	
2		
3		
4		
5		
6		
7		
8		

Current and Future Outcomes Fiscal Year 2015-16 and beyond		How Does the Outcome Contribute to the Profile of a SC Graduate?
1	Ensures the state meets MOE for federal IDEA funding	
2		
3		
4		
5		

7. Program Evaluation

A. Outcomes

Describe methods used to determine the program’s impact. Document measures or evidence collected to demonstrate impact.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ Yes _____ X _____ No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

Currently funds are adequate to meet the Maintenance of Effort requirements for the state to receive IDEA federal funding. If this appropriation is reduced or eliminated, the state could be in jeopardy of receiving federal funds to support special education students. With increased EFA, this amount is adequate at this time.

AID TO DISTRICTS

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	\$37,386,600	\$37,386,600
General Funds		
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year	\$0	
TOTAL:	\$37,386,600	\$37,386,600

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	\$37,386,600	\$37,386,600
Other: Transfers		
Balance Remaining		
TOTAL:	\$37,386,600	\$37,386,600
# FTES:	0	0

EIA Program Report for Fiscal Year 2015-16

Coversheet			
EIA-Funded Program Name	Student Health and Fitness Act (SHFA)-Nurses	Address:	1419 Senate St. Columbia, SC 29291

2015-16 EIA Appropriation	\$6,000,000	2014-15 EIA Appropriation (if program funded last year)	\$ 6,000,000
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Program Contact	Andrea M. Williams, RN, MSN	Organization	Office of health and Nutrition
Contact Title	State School Nurse Consultant	Address	1419 Senate St. 700-A Columbia, SC 29291
Contact Phone	803.734.1998	Contact E-Mail	awilliams@ed.sc.gov

Description of Program: Funding for elementary school nurses began in 2007-08 as part of the Students Health & Fitness Act (SHFA) and was funded solely with general funds through 2010-2011. In 2011-2012 funding for elementary school nurses was provided from general funds and EIA funds. The availability of the funds is contingent upon the amount appropriated each year. The combined amounts from general funds and EIA funds do not fully cover the actual salaries and fringe benefits for one school nurse per elementary school. As required per S.C. Code Ann. § 59-10-210, the funds are made available to public school districts through a grant program designed to distribute the funds on a per elementary school basis.

1. Program History

Please mark the appropriate response. Choose one.

This program:

- was an original initiative of the Education Improvement Act of 1984
- was created or implemented as part of the Education Accountability Act of 1998, as amended through 2014
- has been operational for less than five years
- was funded last fiscal year by general or other state funds
- is a new program implemented for the first time with EIA revenues
- is receiving EIA funds for the first time in 2015-16
- Other (please describe):

Funding for elementary school nurses began in 2007-08 as part of the Students Health & Fitness Act (SHFA) and was funded solely with general funds through 2010-2011. In 2011-2012 funding for elementary school nurses was provided from general funds and EIA funds. The combined amounts from general funds and EIA funds do not fully cover the actual salaries and fringe benefits for one school nurse per elementary school.

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year’s general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:
TITLE 59. EDUCATION * CHAPTER 10. PHYSICAL EDUCATION, SCHOOL HEALTH SERVICES, AND NUTRITIONAL STANDARDS

SECTION 59-10-210. Funding for licensed nurses for elementary schools. [SC ST SEC 59-10-210] Beginning with the 2007-08 school year, the General Assembly, annually in the General Appropriations Act, shall appropriate funds to the Department of Education to provide licensed nurses for elementary public schools. The State Department of Education shall make these funds available through a grant program and shall distribute the funds to the local school districts on a per school basis.

SECTION 59-10-370. Funding for implementation of chapter. [SC ST SEC 59-10-370] Each phase of implementation of this chapter is contingent upon the appropriation of adequate funding as documented by the fiscal impact statement provided by the Office of State Budget of the State Budget and Control Board. There is no mandatory financial obligation to school districts if state funding is not appropriated for each phase of implementation as provided for in the fiscal impact statement of the Office of the State Budget of the State Budget and Control Board.

Program Description

The following questions ask for information relevant to the program’s goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal:** Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program’s control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

- To assure quality healthcare services for students during school in an effort to help each student meet his/her educational goals; and it facilitates school attendance by keeping students in class for learning to occur.
- To meet the national standards of having a full-time licensed nurse for each school with minimum ratios of RN school nurses-to-students as follows:

Goals	
1	1:750 for students in the general population
2	1:225 in the student populations requiring daily professional school nursing services or interventions
3	1:125 in student populations with complex health care needs, and
4	1:1 as necessary for individual students who require daily and continuous professional nursing services.
5	To provide case management of students requiring medication and/or medical treatment by a nurse
6	To alleviate or remove educational barriers to learning through appropriate nursing interventions

- Under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 students with disabilities may require nursing services in order to provide a free appropriate public education.

EIA Program Report for Fiscal Year 2015-16

- SC passed the Students with Special Health Care Needs Act in 2005 which requires an individual healthcare plan (IHP) for students with special health care needs even if they do not qualify for a federal 504 plan (Section 59-63-80 of the SC Code of Laws). The development of the IHP is consistent with the scope of practice for registered nurses as described in the Nurse Practice Act (Section 40-33 of the SC Code of Laws). The services agreed upon by those required to sign off on the plan could require nurses to provide the services.
- Many students require medication and/or medical treatments to fully participate in their educational program; and the administration of medications and medical treatments falls within the scope of nursing practice (Section 40-33 of the SC Code of Laws).

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Strategy	Progress (completed, in progress, not begun)
1	To maintain or increase the number of licensed nurses (as measured in full-time equivalents) employed to provide direct nursing services for students in South Carolina’s public schools.	In progress
2	To maintain or increase the percentage of schools with a full-time licensed nurse employed to provide direct nursing services for students.	In progress
3	To maintain or improve South Carolina’s RN school nurse-to-student ratio for the general student population.	In progress
4		
5		

Fiscal Year 2015-16		
	Strategy	Progress (completed, in progress, not begun)
1	The objective remains to maintain and/or increase the number of licensed nurses (as measured in full-time equivalents) employed to provide direct nursing services for students in South Carolina’s public schools.	In progress
2	The objective remains to maintain and/or increase the percentage of schools with a full-time licensed nurse employed to provide direct nursing services for students.	In progress
3	The objective remains to maintain and/or improve South Carolina’s RN school nurse-to-student ratio for the general student population.	In progress

EIA Program Report for Fiscal Year 2015-16

4	To provide a computerized health service data collection tool for school nurses to utilize in an effort to capture clinical/health service data across the state from each school district.	In progress
5	<p>To assist school districts with integration of school nurses into schools' student support systems and retaining school nurses, the SC Department of Education in partnership with the SC Department of Health and Environmental Control employ a State School Nurse (SN) Consultant to provide the following services:</p> <ul style="list-style-type: none"> • Technical assistance via e-mail and phone. • Information sharing via scschoolnurselistservs specifically for school nurses • Preliminary planning for the "Orientation for Nurses Practicing in South Carolina's School Settings", which is a three-day course designed to complement a school district's orientation for recently hired nurses by providing an introduction to issues pertinent to successful nursing practice within a coordinated school health framework. • Preliminary planning: 35th SN Conference, January 22-23, 2016 	In progress
	<ul style="list-style-type: none"> • School Nurse Program Advisory Committee (SNPAC): School districts are invited to assign a registered nurse to participate as a member of the SNPAC. Approximately sixty-five to seventy lead nurses attend the SNPAC meetings. The State School Nurse Consultant organizes committee meetings and serves as the chairperson. The SNPAC meets three (3) times each school year to: <ul style="list-style-type: none"> ▪ review current health status indicators of South Carolina's school-aged children, ▪ develop or revise standards, procedures, and/or policies for statewide dissemination of school health services, ▪ offer input for the development of new school nursing initiatives and/or program changes, ▪ review materials for school health services programs, ▪ identify ways to maximize the available health care resources, and ▪ provide guidance regarding continuing education programming for school nurses. 	In progress

5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program's progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15	
Indicator	Progress (completed, in progress, not begun)

EIA Program Report for Fiscal Year 2015-16

1	Part I: SN Survey (February 2-13, 2015)	completed
2	Part II: End of the School Year SN Survey (August- June 2015)	completed
3	2014-2015, the Orientation was held October 1-3, 2014 (68 participants representing 31 local education agencies).	completed
4	SNPAC Quarterly Meetings were held during the FY 2014-2015 school year (65-70 lead nurses attend) The State School Nurse Consultant organizes committee meetings and serves as the chairperson.	completed
5	34 th Annual SN Conference, January 30-31, 2015 (400 SNs attended) 35 th Annual School Nurse Conference: The Annual School Nurse Conference is a major source of nursing continuing education contact hours for South Carolina's school nurses. During FY 2014-2015, the Conference was held on January 30-31, 2015 (400 participants).	completed
6	Ongoing SN technical communication via the listserv and website to both DOE and DHEC by the State School Nurse Consultant.	In progress
7	Continual leadership, expertise, and guidance given to lead nurses and school-based nurses across the state of SC regarding school health and clinical best-practices by the State School Nurse Consultant.	In progress
8	To assist school districts with integration of school nurses into schools' student support systems and retaining school nurses, the SC Department of Education in partnership with the SC Department of Health and Environmental Control employ a State School Nurse (SN) Consultant to provide the following services: <ul style="list-style-type: none"> ▪ Technical assistance via e-mail and phone. ▪ Information sharing via scschoolnurselistserv specifically for school nurses ▪ To plan and organize educational opportunities for school nurses throughout the school year (i.e. orientation training of novice school nurses, provide expert consultation and leadership for related services provided in the school setting, annual conference, SNPAC meetings etc.) 	In progress

EIA Program Report for Fiscal Year 2015-16

Fiscal Year 2015-16		
	Indicator	Progress (Intended)
1	Part I: School Nursing Survey January 25-February 5, 2016	Not begun
2	Part II: School Nursing Survey August 2015 – June 2016, due June 19, 2016	Not begun
3	September 30-October 1-2, 2015: “Orientation for Nurses Practicing in South Carolina’s School Settings”, 65 registered	In progress
4	<p>SNPAC meeting dates for FY 2015-2016: October 29, 2015, February 25, 2016, and April 28, 2016.</p> <p>The SNPAC meets three (3) times each school year to:</p> <ul style="list-style-type: none"> ▪ review current health status indicators of South Carolina’s school-aged children, ▪ develop or revise standards, procedures, and/or policies for statewide dissemination of school health services, ▪ offer input for the development of new school nursing initiatives and/or program changes, ▪ review materials for school health services programs, ▪ identify ways to maximize the available health care resources, and ▪ provide guidance regarding continuing education programming for school nurses. 	Not begun
5	34 th Annual SN Conference, January 22-23, 2016 (Planning stage)	Not begun
6	Technical communication via the listserv, email, and phone regarding the delivery of nursing services in school clinics.	In progress
7	<p>Continual leadership, expertise, and guidance given to lead nurses and school-based nurses across the state of SC regarding school health and clinical best-practices by the State School Nurse Consultant.</p> <p>To assist school districts with integration of school nurses into schools’ student support systems and retaining school nurses, the SC Department of Education in partnership with the SC Department of Health and Environmental Control employ a State School Nurse (SN) Consultant to provide the following services:</p> <ul style="list-style-type: none"> ▪ Technical assistance via e-mail and phone. ▪ Information sharing via scschoolnurselistserv specifically for school nurses ▪ To plan and organize educational opportunities for school nurses throughout the school year (i.e. orientation training of novice school nurses, annual conference, SNPAC meetings etc.) 	In progress

EIA Program Report for Fiscal Year 2015-16

School nurses submitted data for the two-week period, February 2, 2015 thru February 13, 2015 as a snapshot of the number of student and staff encounters for which they provided nursing services. An encounter represents each student or staff member for which nursing services were provided during the survey period. Multiple nursing services may have been offered during an encounter. See the tables below. The data suggest that during the 2014-15 school year 342,805 students were provided direct school health services by school nurses each school day (342,805 student encounters /10 days) and that each nurse provided direct health services for approximately 30 students each school day (342,805 students / 1,146.26 nurse FTEs). Mass screening activities were not counted as part of the Two-Week Encounters Survey. The data collection during the two-week survey Part I (February 2 – February 13, 2015) and Survey Part II (End of the Year) was problematic due to programming issues with the current survey system. Measures are being considered to improve the collection process for this required nursing data for the upcoming school year.

While the Students Health & Fitness Act funding focuses on providing elementary school nurses, its impact may extend beyond the elementary grades because school districts are encouraged in the grant application to use supplanted funds to improve their nursing infrastructure for other grades. Thus data for elementary, middle, and high schools are included below.

SCHOOL NURSE ENCOUNTERS & SERVICE DESCRIPTIONS					
TWO WEEKS: FEBRUARY 2, 2015 THROUGH FEBRUARY 13, 2015					
(PART I: PRELIMINARY DATA)					
Data Element	Elementary	Middle	High	Other	Total
Student Encounters	205231	75184	51690	10700	342805
Medications	79431	30778	19249	5510	134968
Illness Treatments	82720	32997	23790	3454	142961
Injury Treatments	27250	9762	5388	1231	43631
Student Health Counseling	50715	21107	15023	2561	89406
Communication with Parent/Teacher/Physician/Others	83966	22556	15885	4571	126978
Students Returned to Class	184556	67794	46028	8917	307295
Students Sent Home	19626	6459	5426	694	32205
Students Sent for Immediate Care	337	180	144	31	692
Staff Encounters	12226	4409	5057	486	22178

*Other schools refer to schools that include a combination of grades that make it difficult to categorize it as an elementary, middle, or high school (e.g., schools that serve students in grades K – 12).

SCHOOL NURSE ENCOUNTERS – SPECIAL PROCEDURES FOR STUDENTS*					
TWO WEEKS: FEBRUARY 2, 2015 THROUGH FEBRUARY 13, 2015					
(PART I: PRELIMINARY DATA)					
Special Procedures	Elementary	Middle	High	Other	Total
Catheterization	975	222	396	24	1617
Tracheostomy Care	263	0	16	12	291
Suctioning	323	36	115	12	486
Diabetes Monitoring/Management	9814	7088	5175	622	22699
Tube Feeding	2367	446	339	130	3282
Nebulizer Treatments	1268	155	76	40	1539
Toileting/Diapering	5118	875	1128	184	7305
Ventilator Management	1	3	78	0	82
Dressing Change	247	55	50	7	359
Screening (Not Mass Screening)	3612	672	474	131	4889
Section 2 Totals	23988	9552	7847	1162	42549

*This table does not reflect all of the special procedures provided; only those for which data were specifically requested.

In addition to the services represented by the Two-Week Encounters Survey, school nurses:

- provided health screening and referral services,
- developed Individual Healthcare Plans (IHPs) for students with certain chronic health conditions as required under Section 59-63-80 of the SC Code of Laws, nurse’s developed 40,886 IHPs; and participated in the development of 7,958 Accommodation Plans were developed (504 Plans).
- reported 1, 308 instances of suspected child abuse or neglect or sexual abuse to DSS and/or law enforcement, and
- conducted 799 home visits.

6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students’ reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

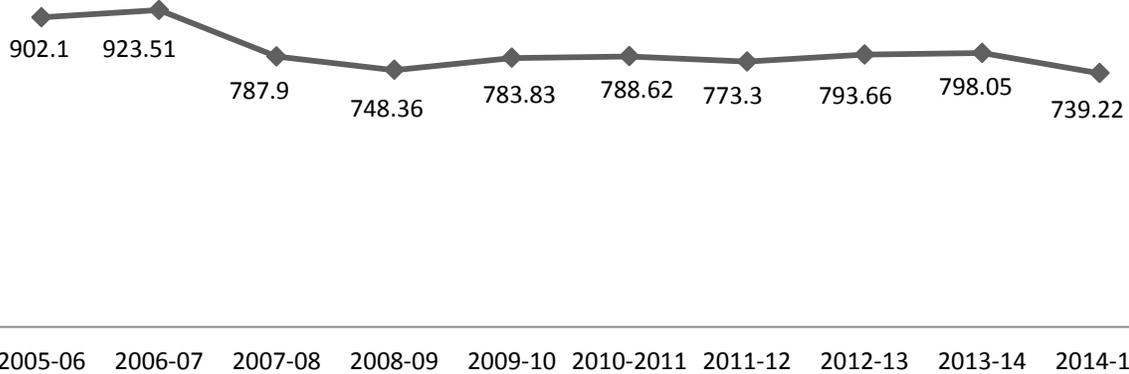
- Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
- Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

EIA Program Report for Fiscal Year 2015-16

Past Outcomes Fiscal Year 2014-2015		How Does the Outcome Contribute to the Profile of a SC Graduate?
1	Please reference the data grid below	Every student attending public and/public charter school is provided nursing services to enhance and improve the academic day by removing health related barriers to learning by creating an environment conducive for teaching and learning.
2	Students with diagnosed health conditions are able to attend school because of direct nursing services (reference graft above).	Every student's health, safety, and well-being are priority for school nurses employed in a school clinical setting.
3		
4		

Current and Future Outcomes Fiscal Year 2015-16 and beyond		How Does the Outcome Contribute to the Profile of a SC Graduate?
1	Staffing evaluations	Staffing Survey, March 2016
2	Part 1 SN Survey	Data collection of SN services, which captures the importance of the school nurses role marinating and/or increasing attendance of students with special health care needs.
3	Part II SN Survey	Data Collection of SN services (students identified with chronic illness, IHPs/EAPs; 504s, and IEPs etc.) are managed by school nurses who are major players in assisting with accommodations for students who have health related conditions (i.e. Student Assistant Team, 504 Committee etc.)
4	To continue to offer educational opportunities to lead/school nurses across the state, which are necessary to ensure evidence-based clinical practices of nurses employed in school clinics through technology, education, outside resources/ initiatives necessary to increase the health of students.	Evidence-based practices ensure positive outcomes for students receiving nursing services while attending school.
5	To continue to build a strong school nursing/ health service program, necessary to meet the needs of students with special health care needs and to manage acute illnesses as they arise within the school setting.	Maintaining a healthy school environment will increase the well-being and educational performance of students and their readiness to learn.

Number of Students Per RN FTE (Direct Services General Student Population)



7. Program Evaluation

A. Outcomes

Describe methods used to determine the program’s impact. Document measures or evidence collected to demonstrate impact.

Data Source: School Nurse End of the Year Surveys (Preliminary Data)

Elementary School Nurse Staffing

School Year	# Elem Schools	# with FT RN	# with FT LPN	# (%) with FT RN or LPN
2008-09	645	495	117	612 (94.9%)
2009-10	664	500	118	618 (93.1%)
2010-11	664	491	109	600 (90.4%)
2011-12	659	492	109	601 (91.2%)
2012-13	686	524	107	631 (91.9%)
2013-14	684	516	103	619 (90.5%)
2014-15	705	546	97	

Middle School Nurse Staffing

School Year	# Middle Schools	# with FT RN	# with FT LPN	# (%) with FT RN or LPN
2008-09	234	158	38	196 (83.8%)
2009-10	231	160	29	189 (81.8%)
2010-11	236	162	32	194 (82.2%)
2011-12	237	159	36	195 (82.3%)
2012-13	237	167	31	198 (83.5%)
2013-14	237	164	34	198 (83.5%)
2014-15	241	175	33	208 (86.3%)

EIA Program Report for Fiscal Year 2015-16

High School Nurse Staffing

School Year	# High Schools	# with FT RN	# with FT LPN	# (%) with FT RN or LPN
2008-09	186	127	28	155 (83.3%)
2009-10	186	126	29	155 (83.3%)
2010-11	190	127	32	159 (83.7%)
2011-12	196	128	32	160 (81.6%)
2012-13	204	134	34	168 (82.4%)
2103-14	202	133	30	163 (80.7%)
2014-15	209	146	30	179 (86.0%)

Other School Nurse Staffing (Schools that do not fit elementary, middle, or high category.)

Year	# Other Schools	# with FT RN	# with FT LPN	# (%) with FT RN or LPN
2008-09	54	44	8	52 (96.3%)
2009-10	40	27	6	33 (82.5%)
2010-11	37	23	7	30 (81.1%)
2011-12	43	27	5	32 (74.4%)
2012-13	49	32	8	40 (81.6%)
2013-14	72	47	14	61(84.8 %)
2014-15	62	43	10	53 (85.4%)

Objective 3: To maintain or improve South Carolina’s RN school nurse-to-student ratio for the general student population. (Goal: 1:750)

Data Source: School Nurse Staffing Survey

B. Implementation

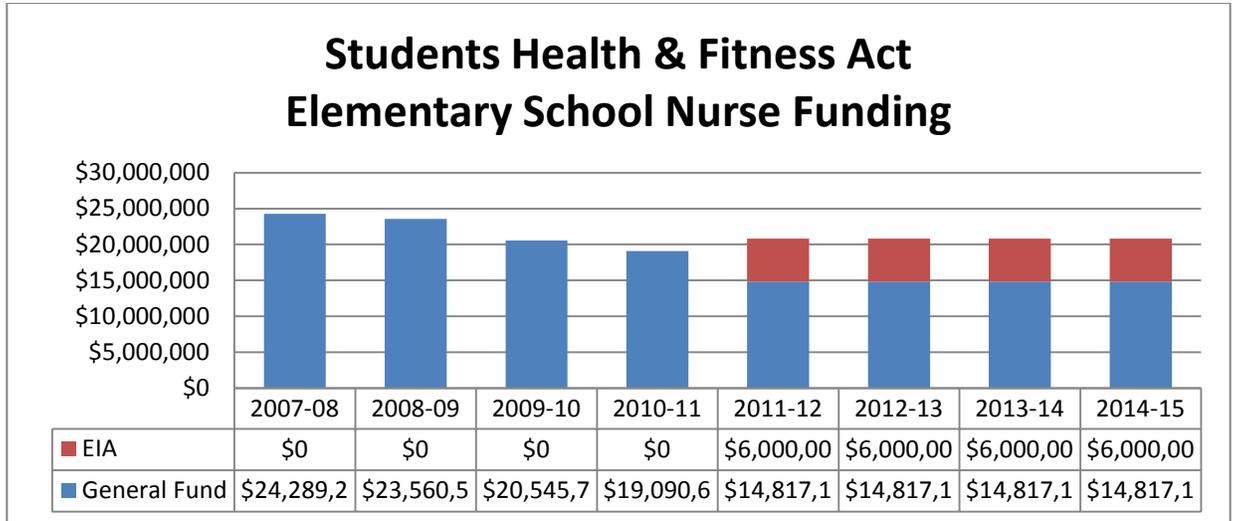
Outline the methods used and data collected for determining the degree of implementation of the program.

- Provide any observations about how the program may have shifted or deviated from the original program plan: Reference charts above.
- Are services or activities going as planned? Yes, over the years there has been an increase in school nurses due to the funding provided to the school districts.
- Is the program reaching the intended target population or the intended number of participants? Yes, the funding source is used to help employ school nurses in elementary schools across the state. Funding is supported by a combined funding source from the general funds and EIA funds to support salaries and fringe benefits for one school nurse per elementary school.
- Is it leading to expected outcomes? Yes, the number of school nurses has increased; however, the national recommended average has not been reached for school nurses in the state of South Carolina (1:750 students).
- How do participants or recipients perceive the services, benefits, activities of the program? The data illustrates the benefits of school nursing services to the education process and to students enrolled in schools. The funding helps with the support

EIA Program Report for Fiscal Year 2015-16

employing elementary school nurses based on a grant formula to support salary/fringe benefits of the nurses employed by the districts. This year 93 districts have applied for school nursing funding.

➤ Reference chart below:



C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ Yes _____ x _____ No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

- If EIA funding is not appropriated at the FY 2015-2016 funding level for FY 2016-2017 school districts will likely reduce the number of school nurses. The end result will be that students may not receive the services that are designed to keep them healthy and in school where they can learn. School faculty and staff morale may suffer as health services tasks are shifted. Reductions in other areas of school budgets have already resulted in additional duties for faculty and staff (including school nurses). Many faculty and staff have stated that they are reluctant to take responsibility for health services students. With the high acuity level of students being served in schools, this reluctance is understandable. Many of South Carolina students have special health care needs that require nursing services and/or medical management during school. Significant barriers to learning can be eliminated by having nurses employed in the school setting. Nurses provide supportive health service measures to students, parents and school personnel.
- A funded mandate for school nurses is needed to assure a stable school nurse work force to meet the needs of students every school day. A funded mandate will allow for consistent nurse staffing among districts and program planning that can focus on increasing the number of students with individual healthcare plans in place, completed referrals, and other services that directly impact a student's ability to perform up to her/his potential.
- Any reductions will be passed to the school districts. Local school districts depend on funding made available pursuant to the Students Health and Fitness Act to provide the nursing services that allow students access to a free appropriate public education and that support a safe learning environment for our students. A reduction in EIA funding may force school districts to reduce even further the number of nurses that they employ.

STUDENT HEALTH AND FITNESS

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	\$6,000,000	\$6,000,000
General Funds	\$20,297,502	\$20,297,502
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year		
TOTAL:	\$26,297,502	\$26,297,502

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	\$26,297,502	\$26,297,502
Other: Transfers		
Balance Remaining		
TOTAL:	\$26,297,502	\$26,297,502
# FTES:		

EIA Program Report for Fiscal Year 2015-16

Coversheet			
EIA-Funded Program Name	TECH Prep-CATE	Address	

2015-16 EIA Appropriation	\$ 3,021,348	2014-15 EIA Appropriation (if program funded last year)	\$ 3,021,348
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Program Contact	Susan Flanagan	Organization	Office of Career and Technology Education
Contact Title	Director	Address	Room 912-A 1429 Senate Street
Contact Phone	803-734-8412	Contact E-Mail	sflanagn@ed.sc.gov

Description of Program:

Work-based learning (WBL) is a school-coordinated, sponsored, coherent sequence of workplace experiences that are related to students' career goals and/or interests, are based on instructional preparation, and are performed in partnership with local businesses, industries, or other organizations in the community. WBL enables students to apply classroom instruction in a real-world business or service-oriented work environment.

EIA Program Report for Fiscal Year 2015-16

1. Program History

Please mark the appropriate response. Choose one.

This program:

- was an original initiative of the Education Improvement Act of 1984
- was created or implemented as part of the Education Accountability Act of 1998, as amended through 2014
- has been operational for less than five years
- was funded last fiscal year by general or other state funds
- is a new program implemented for the first time with EIA revenues
- is receiving EIA funds for the first time in 2015-16
- Other (please describe):

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year’s general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws: Title 59 of the 1976 Code, Chapter 59 amended – SC EEDA, Sections 59-60 (1), 59-140, 59-200 and other sections.

Title 59 of the 1976 Codes as amended – SC EEDA, specifically, Sections 59-60 (1), 59-140, 59-200

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015): Proviso Number: 1A.6 – Work-Based Learning

Regulation(s): Chapter 43.225 STW Transition Act, 1976 Code, Sections 59-5-60 repealed by the SBE in October, 2006.

B. Other Governing Guidelines

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

Yes No

If yes, please describe:

SCDE 2015-16 Work-Based Manual provides guidelines for work-based learning implementation, reporting procedures, and compliance.

Program Description

The following questions ask for information relevant to the program’s goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal:** Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program’s control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

Goals	
1	Enhance learning opportunities of students by providing work-based learning opportunities that parallel/supplement classroom learning.
2	Deliver contextual methodology training to teachers.
3	Provide activity-specific information about shadowing, mentoring, internships, apprenticeships, cooperative education, school-based enterprise, structured field studies, and service-learning to staff , parents, and students.
4	Expose secondary students to workplace environment and expectations to prepare each for a seamless transition to compete effectively in global economy.
5	

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

EIA Program Report for Fiscal Year 2015-16

Fiscal Year 2014-15		
Strategy		Progress (completed, in progress, not begun)
1	Assist is providing school-based and work-based learning educational opportunities for students in grades 7-12	In progress
2	Coordinate activities related to SC Job Shadow Day	Completed
3	Support data collection and reporting related to all ELO/WBL activities via PowerSchool	In progress
4	Support the career guidance and counseling components of the EEDA	In progress
5	Work with districts to provide contextual methodology training to teachers, especially math and science teachers	In progress

Fiscal Year 2015-16		
Strategy		Progress (completed, in progress, not begun)
1	Same as above	In progress
2	Same as above	In progress
3	Same as above	In progress
4	Same as above	In progress
5	Same as above	In progress
6		
7		
8		

5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program’s progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
Indicator		Progress (completed, in progress, not begun)
1	Number of educators trained in contextual methodology	459
2	Number of educators trained as Global Career Development Facilitators-SC has one of highest numbers of GCDFs certified in nation	110
3	Number of work-based learning experiences provided across state	100,944
4		

EIA Program Report for Fiscal Year 2015-16

Fiscal Year 2015-16		
Indicator		Progress (Intended Benchmarks)
1	Number of educators trained in contextual methodology	Increase
2	Number of educators trained as Global Career Development Facilitators	Increase
3	Number of work-based learning experiences provided across state	Increase
4		
5		
6		
7		
8		

6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students’ reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

- A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
- B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

Past Outcomes Fiscal Year 2014-2015		How Does the Outcome Contribute to the Profile of a SC Graduate?
1	Increased knowledge of educators on business/ Industry employability skill set demand	Prepares each educator effectively on teaching the importance of hard skills and soft skills required to be successful in workforce
2	Increased business/industry sponsors for work-based learning sites for students	Exposure to global competitiveness, work ethic, integrity in the workplace, and interpersonal skill set demand in workplace
3	Increased Global Career Development Facilitators trained and certified in each region	Provided career guidance curriculum for instructors to educate students on world class skills while making content relevant to future workforce job demands
4		
5		
6		
7		
8		

EIA Program Report for Fiscal Year 2015-16

Current and Future Outcomes Fiscal Year 2015-16 and beyond		How Does the Outcome Contribute to the Profile of a SC Graduate?
1	Continue increase of business/industry sponsors	Prepares students to be successful and provides skilled workforce for business/industry
2	Continue GCDF trained educators	Career guidance curriculum to prepare each student for global economy
3	Continue increase of work-based learning experiences offerings to all students	Provide real life, relevant work experiences to each student for each to be prepared for workforce demands
4		
5		
6		
7		
8		

7. Program Evaluation

A. Outcomes

Describe methods used to determine the program’s impact. Document measures or evidence collected to demonstrate impact.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

X Yes No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

February 22-26, 2010

There were no federal audit findings/exceptions noted. Many commendations were noted for model programs and practices.

Hard copy available upon request.

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

Additional funding cuts during current fiscal year would result in a reduction of both salaries for the state's 11 Regional Career Specialists (RCS) and a reduction in services related to providing contextual methodology training as required by the 2005 EEDA. The RCS salaries are already extremely low for the services that they provide, and such cuts would result in significant challenges for these individuals and the services they can provide to LEAs.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

The program would continue and the responsibilities of the RCS would not change. However, the extent to which the goals and outcomes would change would depend on the reduction of services supporting activities as a result of prioritizing the most critical initiatives.

TECH PREP

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	\$3,021,348	\$3,021,348
General Funds		
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year		
TOTAL:	\$3,021,348	\$3,021,348

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	\$3,021,348	\$3,021,348
Other: Transfers		
Balance Remaining		
TOTAL:		
# FTES:	\$3,021,348	\$3,021,348

EIA Program Report for Fiscal Year 2015-16

Coversheet			
EIA-Funded Program Name	Modernize CTE Equipment	Address	

2015-16 EIA Appropriation	\$13,798,983	2014-15 EIA Appropriation (if program funded last year)	\$ 6,682,406
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Program Contact	Susan Flanagan	Organization	Office of Career and Technology Education
Contact Title	Director	Address	Room 912-A 1429 Senate Street
Contact Phone	803-734-8412	Contact E-Mail	sflanagn@ed.sc.gov

Description of Program: To provide and oversee a system for LEAs to purchase state-of-the art equipment for career and technology education that will ensure that students are ready to enter employment with necessary skills expected by employers.

EIA Program Report for Fiscal Year 2015-16

1. Program History

Please mark the appropriate response. Choose one.

This program:

- was an original initiative of the Education Improvement Act of 1984
- was created or implemented as part of the Education Accountability Act of 1998, as amended through 2014
- has been operational for less than five years
- was funded last fiscal year by general or other state funds
- is a new program implemented for the first time with EIA revenues
- is receiving EIA funds for the first time in 2015-16
- Other (please describe):

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year’s general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws: 59-53-1950

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015):

Regulation(s):

B. Other Governing Guidelines

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

Yes No

If yes, please describe:

Program Description

The following questions ask for information relevant to the program’s goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal:** Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program’s control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

Goals	
1	Ensure that career centers and comprehensive high schools have up-to-date equipment that is equivalent to what is used in industry
2	Ensure that equipment purchased supports the industry-recognized standards for CTE programs
3	Ensure that equipment purchased supports local industry needs and job opportunities
4	
5	

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

EIA Program Report for Fiscal Year 2015-16

Fiscal Year 2014-15		
Strategy		Progress (completed, in progress, not begun)
1	LEAs must submit local plan application with details about equipment that will be purchased for each program	Completed
2	Local plans are reviewed by education associates knowledgeable of standards in each program area and equipment that is applicable	Completed
3	LEAs must have in place an advisory council consisting of members from local industry who review and approve spending plans	Completed
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Fiscal Year 2015-16		
Strategy		Progress (completed, in progress, not begun)
1	LEAs must submit local plan application with details about equipment that will be purchased for each program	In progress
2	Local plans are reviewed by education associates knowledgeable of standards in each program area and equipment that is applicable	In progress
3	LEAs must have in place an advisory council consisting of members from local industry who review and approve spending plans	In progress
4	Coordinate purchases of equipment that will be shared within districts, across district lines, with local technical colleges, and with adult education students	In progress
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5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program’s progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available. **Note: The most current data is for Fiscal Year 2013-14.**

EIA Program Report for Fiscal Year 2015-16

Fiscal Year 2014-15		
Indicator		Progress (completed, in progress, not begun)
1	Percentage of CTE students achieving technical skill attainment aligned with industry-recognized standards	88.5%
2	Percentage of CTE completers who are available for placement and are placed in postsecondary education, military service, or employment utilizing CTE competencies attained.	97.5%
3		
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Fiscal Year 2015-16		
Indicator		Progress (Intended Benchmarks)
1	Percentage of CTE students achieving technical skill attainment aligned with industry-recognized standards	89%
2	Percentage of CTE completers who are available for placement and are placed in postsecondary education, military service, or employment utilizing CTE competencies attained.	98%
3		
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6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students’ reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

- A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
- B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

EIA Program Report for Fiscal Year 2015-16

Past Outcomes Fiscal Year 2014-2015		How Does the Outcome Contribute to the Profile of a SC Graduate?
1	Number of students who received training in CATE courses using up-to-date equipment	World Class Knowledge and World Class Skills
2	Number of students who received industry-recognized certifications/credentials	World Class Knowledge and World Class Skills
3		
4		
5		
6		
7		
8		

Current and Future Outcomes Fiscal Year 2015-16 and beyond		How Does the Outcome Contribute to the Profile of a SC Graduate?
1	Number of students who receive training in CATE courses using up-to-date equipment	World Class Knowledge and World Class Skills
2	Number of students who receive industry-recognized certifications/credentials	World Class Knowledge and World Class Skills
3		
4		
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8		

7. Program Evaluation

A. Outcomes

Describe methods used to determine the program’s impact. Document measures or evidence collected to demonstrate impact.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

Cuts would directly reduce the funds available to LEAs to purchase equipment necessary to maintain career and technology programs that meet industry standards and that train students on equipment that is used in industry.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

Priorities would continue to focus on high-wage and high-demand programs, but the number of programs and the quality of the programs would be affected.

MODERNIZE VOCATIONAL EQUIPMENT

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	\$6,682,406	\$7,260,261
General Funds		
Excess EIA Revenue		\$1,501,307
Supplemental Appropriation		\$6,537,722
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year		
TOTAL:	\$6,682,406	\$15,299,290

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	\$6,682,406	\$15,299,290
Other: Transfers		
Balance Remaining	\$0	
TOTAL:	\$6,682,406	\$15,299,290
# FTES:	0	

EIA Program Report for Fiscal Year 2015-16

Coversheet			
EIA-Funded Program Name	Arts Curricular Grants	Address	1429 Senate Street Columbia, SC 29201

2015-16 EIA Appropriation	\$	2014-15 EIA Appropriation (if program funded last year)	\$ 1,487,571
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Program Contact	Dr. Anne M. Pressley	Organization	SCDE
Contact Title	Director	Address	1429 Senate Street, Columbia, SC 29201
Contact Phone	803-734-8574	Contact E-Mail	apressley@ed.sc.gov

Description of Program:

The purpose of the Arts Curricular Grants is to assist schools and districts in developing and implementing arts initiatives that support quality arts education programs that significantly improve student achievement in the arts. The ACIG features three grant programs—the Innovative Arts Works (formerly Special Projects) grants, the Strategic Arts Planning grants, and the Distinguished Arts Program (DAP) grants.

1. Program History

Please mark the appropriate response. Choose one.

This program:

- was an original initiative of the Education Improvement Act of 1984
- was created or implemented as part of the Education Accountability Act of 1998, as amended through 2014
- has been operational for less than five years
- was funded last fiscal year by general or other state funds
- is a new program implemented for the first time with EIA revenues
- is receiving EIA funds for the first time in 2015-16
- Other (please describe):

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year’s general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws: The grant was first offered in 1989, as Target 2000 Arts in Education.
The Arts Curricular Grants program is referenced in S.C. Code Ann. § 59-29-220 (2004). This funding is authorized from the South Carolina General Assembly under the Education Improvement Act and the General Appropriations Act, 2014 S.C. Act 286, Proviso 1A.10.

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015):
1A.9. (SDE-EIA:XII.A.1-Arts in Education) Funds appropriated in Part IA, Section 1,XII.A.1. Arts Curricula shall be used to support innovative practices in arts education curriculum, instruction, and assessment in the visual and performing arts including dance, music, theatre, and visual arts which incorporates strengths from the Arts in Education sites. They shall also be used to support the advancement of the implementation of the visual and performing arts academic standards. These funds shall be distributed to schools and school districts under a competitive grants program; however, up to thirty-three percent of the total amount of the grant fund shall be made available as “Aid to Other Agencies” to facilitate the funding of professional development arts institutes that have been approved by the State Department of Education for South Carolina arts teachers, appropriate classroom teachers, and administrators. Arts Curricular Grants funds may be retained and carried forward into the current fiscal year to be expended in accordance with the proposed award. . (General Appropriations Act, 2014 S.C. Act 286, Proviso 1A.10)

EIA Program Report for Fiscal Year 2015-16

Regulation(s):

B. Other Governing Guidelines

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

_____ Yes X _____ No

If yes, please describe:

Program Description

The following questions ask for information relevant to the program’s goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal:** Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program’s control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

Goals	
1	Assist schools and districts in developing and implementing arts initiatives that support quality arts education programs that significantly improve student achievement in the arts.
2	Provide funding to support quality educational programs in the arts based on Arts in Education Model Sites.
3	
4	
5	

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

EIA Program Report for Fiscal Year 2015-16

Fiscal Year 2014-15		
Strategy		Progress (completed, in progress, not begun)
1		
2	To develop and administer two separate arts assessments aligned to the 2010 South Carolina Academic Standards for the Visual and Performing Arts through the South Carolina Arts Assessment Program.	Completed
3	To provide grant writing workshops throughout the year at various professional arts education conferences as well as the SCDE Research to Practice Institutes.	Completed
4	To conduct three technical assistance sessions, via Blackboard Collaborative for interested applicants to view.	Completed
5		
6		
7		
8		

Fiscal Year 2015-16		
Strategy		Progress (completed, in progress, not begun)
1	To develop and administer two separate arts assessments aligned to the 2010 South Carolina Academic Standards for the Visual and Performing Arts through the South Carolina Arts Assessment Program.	Not begun
2	To conduct three technical assistance sessions, via Blackboard Collaborative for interested applicants to view.	Completed
3	To provide grant writing workshops throughout the year at various professional arts education conferences as well as the SCDE Research to Practice Institutes.	Not begun
4		
5		
6		
7		
8		

5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program’s progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

EIA Program Report for Fiscal Year 2015-16

Fiscal Year 2014-15		
Indicator		Progress (completed, in progress, not begun)
1	Number of funded grant applications	82
2	Number of students served under the 2014-15 grants cycle	≈ 105,381
3	Stakeholder (students, parents, teachers, community members) participation in relation to grants	≈ 167,000
4	Evaluation feedback from arts institutes	See note below.
5	4 th grade student participation in the SC Arts Assessment Program	Music 2683 Visual Arts 2671
6		
7		
8		

4. Evaluation feedback from arts institutes:

Each grant recipient is responsible for completing an evaluation of the program. The results are used to modify future requests for proposals. The grantees are required to provide specificity of results and outcomes - holding them more accountable. Final reports are required of each grantee and were due June 15, 2014.

Information required for each final report includes the following:

- a. description of how the program was evaluated;
- b. summary of the results, findings, and evaluation of the current grant implementation year;
- c. list any accomplishments of arts program supported by grant funding and a clear explanation of how these accomplishments affected student achievement in the arts;
- d. clear explanation of how the 2010 South Carolina Academic Standards for the Visual and Performing Arts were implemented;
- e. clear description of the extent to which the goals and objectives were achieved and strategies were implemented;
- f. clear explanation of the rationale for actual expenditures as they relate to the grant strategies and action steps; and
- g. **For DAP recipients only**, a summary of plans for the continuation of the three-year strategic plan into year-two or year-three.

In addition to the narrative, the final report must also include the following support materials:

1. An itemized report of expenditures.
2. Copies of the evaluation tools that were used to measure the goals and objectives.
3. Copies of curriculum guides, lesson plans, printed resources, and other instructional materials that were developed as a part of the project. In addition, please include any publicity or newspaper articles which were a result of receiving this grant.

EIA Program Report for Fiscal Year 2015-16

Fiscal Year 2015-16		
Indicator	Progress (Intended Benchmarks)	
1	Number of funded grant applications	Grants will be awarded by the end of October 2015.
2	Number of students served under the 2014-15 grants cycle	
3	Stakeholder (students, parents, teachers, community members) participation in relation to grants	
4	Evaluation feedback from arts institutes	
5	4 th grade student participation in the SC Arts Assessment Program	
6	Number of funded grant applications	
7		
8		

6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students’ reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

- A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
- B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

	Past Outcomes Fiscal Year 2014-2015	How Does the Outcome Contribute to the Profile of a SC Graduate?
1	Transition to Standards-Based District Arts Programs	Promotes the infusion of <u>World Class Knowledge</u>
2	Development/Implementation of appropriate curricula for Visual & Performing Arts	Promotes the infusion of <u>World Class Knowledge</u>
3	Development/Implementation of appropriate instruction for Visual & Performing Arts	Promotes the infusion of <u>World Class Skills</u>
4	Development/Implementation of appropriate assessment for Visual & Performing Arts	Promotes the infusion of <u>World Class Knowledge, World Class Skills and Life and Career Characteristics</u>
5		
6		
7		
8		

EIA Program Report for Fiscal Year 2015-16

Current and Future Outcomes Fiscal Year 2015-16 and beyond		How Does the Outcome Contribute to the Profile of a SC Graduate?
1	Transition to Standards-Based District Arts Programs	Promotes the infusion of <u>World Class Knowledge</u>
2	Development/Implementation of appropriate curricula for Visual & Performing Arts	Promotes the infusion of <u>World Class Knowledge</u>
3	Development/Implementation of appropriate instruction for Visual & Performing Arts	Promotes the infusion of <u>World Class Skills</u>
4	Development/Implementation of appropriate assessment for Visual & Performing Arts	Promotes the infusion of <u>World Class Knowledge, World Class Skills and Life and Career Characteristics</u>
5		
6		
7		
8		

7. Program Evaluation

A. Outcomes

Describe methods used to determine the program's impact. Document measures or evidence collected to demonstrate impact.

Each grant recipient is responsible for completing an evaluation of the program. The results are used to modify future requests for proposals. The grantees are required to provide specificity of results and outcomes - holding them more accountable. Final reports are required annually of each grantee and are due June 15.

Information required for each final report includes the following:

- a. description of how the program was evaluated;
- b. summary of the results, findings, and evaluation of the current grant implementation year;
- c. list any accomplishments of arts program supported by grant funding and a clear explanation of how these accomplishments affected student achievement in the arts;
- d. clear explanation of how the 2010 South Carolina Academic Standards for the Visual and Performing Arts were implemented;
- e. clear description of the extent to which the goals and objectives were achieved and strategies were implemented;
- f. clear explanation of the rationale for actual expenditures as they relate to the grant strategies and action steps; and
- g. **For DAP recipients only**, a summary of plans for the continuation of the three-year strategic plan into year-two or year-three.

In addition to the narrative, the final report must also include the following support materials:

1. An itemized report of expenditures.
2. Copies of the evaluation tools that were used to measure the goals and objectives.
3. Copies of curriculum guides, lesson plans, printed resources, and other instructional materials that were developed as a part of the project. In addition, please include any publicity or newspaper articles which were a result of receiving this grant.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ Yes _____ X _____ No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

ARTS CURRICULAR GRANTS

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	\$1,487,571	\$1,487,571
General Funds		
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year	\$23,985	\$13,923
TOTAL:	\$1,511,556	\$1,501,494

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	\$1,497,633	\$1,501,494
Other: Transfers		
Balance Remaining	\$13,923	
TOTAL:		
# FTES:	\$1,511,556	\$1,501,494

EIA Program Report for Fiscal Year 2015-16

Coversheet			
EIA-Funded Program Name	Adult Education	Address	

2015-16 EIA Appropriation	\$15,073,736	2014-15 EIA Appropriation (if program funded last year)	\$13,573,736
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Program Contact	David Stout	Organization	SC Department of Education
Contact Title	Director of Adult Education	Address	908 Rutledge Building
Contact Phone	734-8348	Contact E-Mail	dstout@ed.sc.gov

Description of Program:

Adult Education strives to assist adults in the completion of a secondary school education; become literate and obtain the knowledge and skills necessary for employment and self-sufficiency; and assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children.

EIA Program Report for Fiscal Year 2015-16

1. Program History

Please mark the appropriate response. Choose one.

This program:

- was an original initiative of the Education Improvement Act of 1984
- was created or implemented as part of the Education Accountability Act of 1998, as amended through 2014
- has been operational for less than five years
- was funded last fiscal year by general or other state funds
- is a new program implemented for the first time with EIA revenues
- is receiving EIA funds for the first time in 2015-16
- Other (please describe): Funding for school district adult education programs was changed from the General Fund to EIA many years ago.

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year’s general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:
S.C. Code Ann. § 59-20-50(b) (2004)
General Appropriation Act, 2015-2016, S.C. Acts 291,
SECTION 59-43-10. Powers of district board of trustees. [SC ST SEC 59-43-10]

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015):
Proviso 1A.28

Regulation(s):
SECTION 59-43-30. Funding. [SC ST SEC 59-43-30]
43-259. Adult Education. [SC ADC 43-259]
43-237.1 Adult Education Program.

B. Other Governing Guidelines

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

_____ Yes X _____ No

If yes, please describe:

Program Description

The following questions ask for information relevant to the program’s goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal:** Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program’s control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

Goals	
1	Provide guidance in the interpretation and implementation of the Workforce Innovation and Opportunity Act (WIOA)
2	Align professional development for local providers with emerging program needs, new legislation, new partnerships and the Profile of the South Carolina graduate.
3	AE programs will successfully implement workforce preparation activity in accordance with WIOA.
4	A GED Camps model will be piloted in 16 adult education programs.
5	The 2015-16 Family Literacy Grant will include components of the Read 2 Succeed initiative.
6	OAE staff will develop an alternative adult education high school diploma program that can be implemented by local school districts to reach recent high school dropouts.

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

EIA Program Report for Fiscal Year 2015-16

Fiscal Year 2014-15		
Strategy		Progress (completed, in progress, not begun)
1	OAE staff will participate in federal training on the new legislation, once guidance is released by USDOE. Project completion date is Winter or Spring 2016.	in progress
2	Strengthen state level partnerships and refine and expand local level partnerships once program guidance is released by USDOE. Winter 2016 or Spring 2016 is current release date.	not begun
3	Provide technical assistance and support to local AE programs. All adult education programs will receive technical support through face-to-face or virtual presentations or a combination of both.	in progress
4	Track professional development history and evaluate training by tying staff development to student performance.	not begun
5	Continue to implement standards-based instruction in AE classrooms. OAE staff will monitor instruction.	in progress
6	Restructure the current RAETAC System to design a more efficient and cost effective training system. Current number of providers may be reduced from four to two.	in progress
7	Increase the digital literacy of AE staff and students. Professional development will be offered to adult education instructors. Appropriate digital programs will be made available to all adult education programs for use by students.	not begun
8	Provide workforce preparation activity models.	in progress
9	Based on guidelines from the US Department of Education, a new request for proposals document will be developed for Title II WIOA funds.	not begun
10	Fall of 2015, OAE will meet with the Office of Early Learning to identify collaborative strategies at the state and local level.	in progress
11	During the fall of 2015, a model program will be developed based on federal and state guidelines for adult education.	not begun
12	The SCDE approved alternative adult education high school diploma program model will be presented to local school district administrators.	not begun

Fiscal Year 2015-16		
Strategy		Progress (completed, in progress, not begun)
1		
2		
3		
4		
5		
6		
7		
8		

EIA Program Report for Fiscal Year 2015-16

5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program’s progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15	
Indicator	Progress (completed, in progress, not begun)
1 Beginning Literacy Goal - 44%	Completed – 44%
2 Beginning Basic Goal - 46%	Completed – 43%
3 Intermediate Low Goal - 46%	Completed – 40%
4 Intermediate High Goal - 39%	Completed – 36%
5 ASE Low Goal - 38%	Completed – 37%
6 ESL Beginning Lit. Goal - 50%	Completed – 35%
7 Low ESL Beginning Goal - 54%	Completed – 47%
8 High ESL Beginning Goal - 54%	Completed – 48%
9 ESL Intermediate Low Goal - 48%	Completed – 41%
10 ESL High Intermediate Goal - 44%	Completed – 36%
11 ESL Advanced Goal - 40%	Completed – 36%
12 Entered Employment Goal - 36%	in progress
13 Retained Employment Goal - 60%	in progress
14 Obtained GED or Diploma Goal - 80%	in progress
15 Placed in Post-Secondary education or training Goal - 31%	in progress

EIA Program Report for Fiscal Year 2015-16

Fiscal Year 2015-16		
	Indicator	Progress (Intended Benchmarks)
1	Beginning Literacy Goal - 47%	in progress
2	Beginning Basic Goal - 42%	in progress
3	Intermediate Low Goal - 40%	in progress
4	Intermediate High Goal - 35%	in progress
5	ASE Low Goal - 35%	in progress
6	ESL Beginning Lit. Goal - 40%	in progress
7	Low ESL Beginning Goal - 52%	in progress
8	High ESL Beginning Goal - 50%	in progress
9	ESL Intermediate Low Goal - 43%	in progress
10	ESL High Intermediate Goal - 40%	in progress
11	ESL Advanced Goal - 42%	in progress
12	Entered Employment Goal - 41%	in progress
13	Retained Employment Goal - 63%	in progress
14	Obtained GED or Diploma Goal - 76%	in progress
15	Placed in Post-Secondary education or training Goal - 22%	in progress

6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students’ reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

- A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
- B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

	Past Outcomes Fiscal Year 2014-2015	How Does the Outcome Contribute to the Profile of a SC Graduate?
1		
2		
3		
4		
5		
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7		
8		

EIA Program Report for Fiscal Year 2015-16

Current and Future Outcomes Fiscal Year 2015-16 and beyond		How Does the Outcome Contribute to the Profile of a SC Graduate?
1	OAE will intensify our partnerships with WIOA core partners (Department of Employment and Workforce (DEW) and Vocational Rehabilitation (VR)).	Will contribute by strengthening the life, career and academic opportunities provided to adult students.
2	OAE will work with Workforce Development Regions, SC Works, local programs and other core partners to develop a unified state plan by December 2015.	This plan will include career pathways tied to local employment needs which simultaneously integrate world class skills, and life and career characteristic training into workforce and academic preparation including the attainment of Career Readiness Certificates and other workforce recognized credentials.
3	OAE will provide ongoing technical assistance and oversight to local programs for the integration of workforce preparation activities and rigorous content standards into instructional programs.	This will to increase the number of high school and equivalency diplomas while simultaneously offering career preparation.
4	OAE will identify programs to serve as models for implementing Integrated Education and Training (IET)	This will increase career cluster and career specific training for adult students throughout the state by adding dual enrollment with Technical Colleges, apprenticeships, workplace based instruction, and CATE center training to the training process.
5	OAE will modify technical assistance strategy to more effectively target local program Family Literacy, Vocational Rehabilitation, and ESL initiatives during the 15-16 school year	This will allow OAE to provide better and more targeted technical assistance to specific areas of need.
6	Working with the 'Read to Succeed' project team, the OAE is supporting the development of a reading course for adult education teachers.	This course will help them target reading instruction for adult learners to ensure that these students attain the world class knowledge required of a South Carolina graduate.
7	During the 2015-16 school year, OAE will restructure the college and career readiness training system to more efficiently and effectively deliver professional development.	This will allow the regions to mirror the Workforce Development Regions to better serve the local programs and be more immediately responsive to their needs. The training content will include a correlation to the WIOA 2015 provisions as well as the profile of the SC Graduate. A database will be developed to track staff development history and a standardized evaluation rubric will be developed to assess the effectiveness of all training.

EIA Program Report for Fiscal Year 2015-16

8	Starting in May of 2015, OAE will offer a 7-day training spread throughout the school year.	This will assist programs in implementing rigorous standards-based instruction in their classrooms
9	OAE, working with the ESL Task Force and ESL Consultants, will be integrating career preparation activities into English Language Acquisition and Civic instruction through curriculum development. This project will be ongoing at the state, regional and local level. In addition, standards are in the process of being developed.	This plan will allow OAE to assist programs in developing career pathways tied to local employment needs for English language learners.

7. Program Evaluation

A. Outcomes

Describe methods used to determine the program’s impact. Document measures or evidence collected to demonstrate impact.

Adult education programs are constantly reviewed in order to determine the number of students making an academic gain during the current school year. A desk top monitoring tool is completed by Office of Adult Education staff in order to get a clear picture of the academic strengths and weaknesses of each program.

The Office of Adult Education determines impact through a study of the performance measures our programs’ must strive to achieve. The measures are set by the USDE Office of Career, Technology and Adult Education. Data on annual performance measures is submitted to OCTAE and published on their website.

Individual programs use their data to determine their program’s impact on their students and the community and, additionally, utilize student and community surveys to provide feedback on services.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

Office of Adult Education staff is able to run multiple reports from the state-wide adult education data base which will provide an accurate picture of each local adult education program. These reports may indicate student attendance patterns, student successes, such as GED completion, Career Readiness Certificates earned, ages of adult education students, and the number of students making an educational gain. Low performing adult education programs are provided with technical assistance. Local funding allocations are based on multiple performance factors.

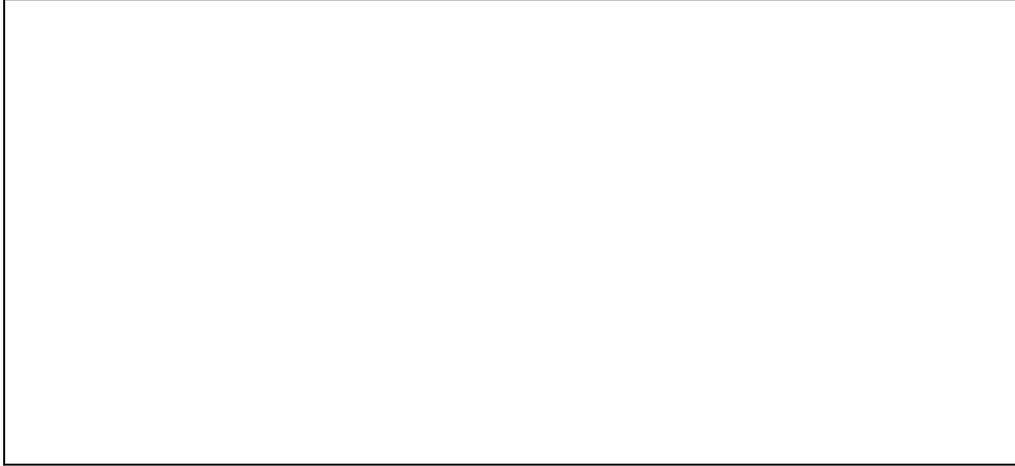
C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ Yes _____ X _____ No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

EIA Program Report for Fiscal Year 2015-16



If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

Program Planning and Fiscal Information

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

Since 100 percent of the funds are allocated to school district programs, they will continue to reduce staff, restrict class offerings, and expenditures for materials and supplies whether future reductions are 5 or 10 percent. Possible impact from additional budget reductions are as follows: Classes will be shortened or cancelled, Staff reductions, Travel restrictions for staff development, Less access to new technology, Fewer funds to assist students with GED testing fees, and reduced summer classes.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

If no additional funds would be available during 2016-17, the number of adults completing a high school credential or a career readiness certificate may decrease.

ADULT EDUCATION

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	\$13,573,736	\$15,073,736
General Funds		
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year		
TOTAL:	\$13,573,736	\$15,073,736

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	\$13,559,272	\$15,073,736
Other: Transfers		
Balance Remaining	\$14,464	
TOTAL:	\$13,573,736	\$15,073,736
# FTES:		

EIA Program Report for Fiscal Year 2015-16

Coversheet			
EIA-Funded Program Name	Students at Risk of School Failure— <u>Alternative School Program</u>	Address	

2015-16 EIA Appropriation	\$79,551,723	2014-15 EIA Appropriation (if program funded last year)	\$79,551,723
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Program Contact	Sabrina Moore/ Mellanie Jinnette	Organization	SC Dept of Education
Contact Title	Director of Student Intervention Services/ Chief Financial Officer	Address	
Contact Phone	803-734-8122	Contact E-Mail	smoore@ed.sc.gov mjinnett@ed.sc.gov

Description of Program: Alternative School programs are designed to provide appropriate services to students who for behavioral or academic reasons are not benefiting from the regular school program or may be interfering with the learning of others.

EIA Program Report for Fiscal Year 2015-16

1. Program History

Please mark the appropriate response. Choose one.

This program:

- was an original initiative of the Education Improvement Act of 1984
- was created or implemented as part of the Education Accountability Act of 1998, as amended through 2014
- has been operational for less than five years
- was funded last fiscal year by general or other state funds
- is a new program implemented for the first time with EIA revenues
- is receiving EIA funds for the first time in 2015-16
- Other (please describe):

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year’s general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

S.C. Code Ann. § 59-63-1300 (Supp. 2001)

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015):

117.33. (GP: Alternative Commitment to Truancy) As part of its plan for an alternative school, a school district receiving funds from the Department of Education for an alternative school shall identify available alternatives to commitment for children whose truancy is approaching the level of being referred to family court. When proceeding under S.C. Code Section 59-65-50 to bring an individual case before the family court, the school district must present this plan as well as the district's efforts with respect to the individual child to the court. Each school district's plan under this proviso shall include possible assignment to alternative school for a non-attending child before petitioning the court.

1A.25. (SDE-EIA: Students at Risk of School Failure) For the current fiscal year, EIA funds appropriated for students at academic risk of school failure, which include funds for Act 135 Academic Assistance, summer school, reduce class size, alternative schools, parent support and family literacy, must be allocated to school districts based two factors: (1) the poverty index of the district as documented on the most recent district report card, which measures student eligibility for the free or reduced price lunch program and Medicaid; and (2) the number of students not in poverty or eligible for Medicaid but who fail to meet state standards on state standards-based assessments in either reading or mathematics. At least eighty-five percent of the funds allocated for students classified as at academic risk must be spent on instruction and instructional support for these students who generated the funds. Instructional support may include family literacy and parenting programs to students at-risk

Program Description

The following questions ask for information relevant to the program’s goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal:** Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program’s control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

Goals	
1	To increase the graduation rate among students with significant academic and/or behavioral challenges
2	To decrease the dropout rate among students with significant academic and/or behavioral challenges
3	
4	
5	

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

EIA Program Report for Fiscal Year 2015-16

Fiscal Year 2014-15		
Strategy		Progress (completed, in progress, not begun)
1	Provide funds to assist all districts in the establishment and/or operation of an Alternative School program that will provide appropriate services to students who for behavioral or academic reasons are not benefiting from the regular school program or may be interfering with the learning of others	Completed
2		

Fiscal Year 2015-16		
Strategy		Progress (completed, in progress, not begun)
1	Provide funds to assist all districts in the establishment and/or operation of an Alternative School program that will provide appropriate services to students who for behavioral or academic reasons are not benefiting from the regular school program or may be interfering with the learning of others	Completed
2		

5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program’s progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
Indicator		Progress (completed, in progress, not)
1	A reduction in the number of students who are expelled	Completed
2	A reduction in the number of students who drop out	Completed
3	An increase in the number of students who graduate on time	Completed
4		

EIA Program Report for Fiscal Year 2015-16

Fiscal Year 2015-16		
Indicator		Progress (Intended Benchmarks)
1	A reduction in the number of students who are expelled	In progress
2	A reduction in the number of students who drop out	In progress
3	An increase in the number of students who graduate on time	In progress
4		
5		
6		
7		
8		

6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students’ reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

- A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
- B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

Past Outcomes Fiscal Year 2014-2015		How Does the Outcome Contribute to the Profile of a SC Graduate?
1	7,830 students grades 3-12 were served in an Alternative School program	
2	12,327 credits were earned by students participating in an Alternative School program	
3	4,077 students participating in an Alternative School program were promoted to the next grade level	
4	370 students participating in an Alternative School Program earned a high school diploma	
5		

Current and Future Outcomes Fiscal Year 2015-16 and beyond		How Does the Outcome Contribute to the Profile of a SC Graduate?
1	7,830 students grades 3-12 were served in an Alternative School program	
2	12,327 credits were earned by students participating in an Alternative School program	

EIA Program Report for Fiscal Year 2015-16

3	4,077 students participating in an Alternative School program were promoted to the next grade level.	
4	370 students participating in an Alternative School Program earned a high school diploma	
5		
6		

7. Program Evaluation

A. Outcomes

Describe methods used to determine the program’s impact. Document measures or evidence collected to demonstrate impact.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ Yes _____ X _____ No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

A mid-year reduction in funding would affect the number of certified teachers serving in Alternative School programs, the number of students served, the quality and quantity of instructional services/activities, and the quality and quantity of behavioral supports. These negative effects could result in increased expulsion and dropout rates and a decrease in on-time graduation rates.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

A five-to-ten percent reduction in funding would affect the number of certified teachers serving in Alternative School programs, the number of students served, the quality and quantity of instructional services/activities, and the quality and quantity of behavioral supports. These negative effects could result in increased expulsion and dropout rates and a decrease in on-time graduation rates.

STUDENTS AT RISK OF SCHOOL FAILURE

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	\$79,551,723	\$79,551,723
General Funds		
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year	\$0	\$0
TOTAL:	\$79,551,723	\$79,551,723

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	\$78,551,723	\$79,551,723
Other: Transfers		
Balance Remaining		
TOTAL:	\$78,551,723	\$79,551,723
# FTES:	0	0

EIA Program Report for Fiscal Year 2015-16

Coversheet			
EIA-Funded Program Name	High Schools That Work	Address	SC Dept of Education 1429 Senate Street Columbia SC 29201

2015-16 EIA Appropriation	\$2,146,499	2014-15 EIA Appropriation (if program funded last year)	\$2,146,499
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Program Contact	Tina Jamison	Organization	SCDE
Contact Title	Education Associate	Address	1429 Senate Street Columbia, SC 29201
Contact Phone	803-734-3397	Contact E-Mail	tjamison@ed.sc.gov

Description of Program:

High Schools That Work (HSTW) is a whole-school reform model with the main goal of graduating students who are college and career ready. Year one focuses on developing the continuous improvement process with faculty and leaders while also addressing instructional improvement needs. Initial implementation includes a needs assessment and workshop to engage faculty in developing an understanding of the design and ongoing support. The HSTW school is opened in year two redesigned around the HSTW Framework. Years two and three continue the HSTW instructional focus while working to address implementation issues. Years four and five focus on developing sustainability so that, after year five, support is provided by the district and HSTW support is limited to specific needs for the schools. HSTW services are provided primarily by the Southern Regional Education Board (SREB) in consultation with the SCDE.

Schools register with the HSTW network annually. Once registered, allocations flow through to districts. At the start of the 2012-13 fiscal year, SCDE leadership ended direct HSTW support at the Department, redistributed staff, and began pushing proviso money directly to districts and schools. In 2012-13, 2013-14, and 2014-15 schools joined the network directly through the SREB. There was no statewide oversight, coordination, promotion, or integration of SREB resources in state school improvement efforts.

In 2015-16, proviso funds will be used to re-establish state-level collaboration between the SCDE and SREB, in relation to High Schools That Work as well as other SREB projects, including Making Middle Grades Work. The SCDE believes overall collaboration is beneficial and will serve the Profile of the SC Graduate and the SCDE goal of permanently reducing the number of low-performing schools through support and building local expertise for sustained improvement. At this time, the SCDE does not intend to monitor schools or conduct technical assistance visits, as it has in the past.

EIA Program Report for Fiscal Year 2015-16

1. Program History

Please mark the appropriate response. Choose one.

This program:

- was an original initiative of the Education Improvement Act of 1984
- was created or implemented as part of the Education Accountability Act of 1998, as amended through 2014
- has been operational for less than five years
- was funded last fiscal year by general or other state funds
- is a new program implemented for the first time with EIA revenues
- is receiving EIA funds for the first time in 2015-16
- Other (please describe): was created as part of the Education and Economic Development Act

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year’s general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws: **2005 South Carolina Education and Economic Development Act (EEDA), Chapter 59, (Section 59-59-10) (Section 59-59-130)**

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015): **1A.17**

Regulation(s): **The 2005 South Carolina Education and Economic Development Act requires that, by the 2009-10 school year, all high schools in the state adopt a whole school reform model based on the principles of High Schools That Work.**

B. Other Governing Guidelines

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

Yes No

If yes, please describe:

Program Description

The following questions ask for information relevant to the program’s goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal:** Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program’s control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

Goals	
1	Graduate all students college and career ready. This goal is part of the overall mission for SREB.
2	
3	
4	
5	

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

EIA Program Report for Fiscal Year 2015-16

Fiscal Year 2014-15		
Strategy		Progress (completed, in progress, not begun)
1	SREB contacted schools and monitored registration with the HSTW network.	Completed
2	SREB provided state workshops on literacy and mathematics.	Completed
3	SREB provided state workshops on the HSTW Framework implementation.	Completed
4	SREB developed and offered the 2015 annual HSTW	Completed
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Fiscal Year 2015-16		
Strategy		Progress (completed, in progress, not begun)
1	Contact schools and monitor registration with the HSTW network. (SREB)	Completed
2	Communicate with HSTW network members about their school improvement needs. (SCDE)	Not begun
3	Plan and provide appropriate state-level workshops and other resources for network participants. (SCDE and SREB)	Not begun
4	Support implementation of related SREB programs and projects in South Carolina, including Making Middle Grades Work. (SCDE and SREB)	In progress
5	Support overall SCDE school improvement efforts with SREB products, resources, and workshops.	Not begun
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5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program’s progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

EIA Program Report for Fiscal Year 2015-16

Fiscal Year 2014-15		
Indicator		Progress (completed, in progress, not begun)
1	In 2014-15, the HSTW program was not administered through the SCDE. SREB managed all sites, and has not yet reported indicators yet from FY 2014-15. This information has been requested.	In progress
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Fiscal Year 2015-16		
Indicator		Progress (Intended Benchmarks)
1	Contact schools and monitor registration with the HSTW network. (SREB)	All South Carolina high schools will register and participate actively in the HSTW network.
2	Communicate with HSTW network members about their school improvement needs. (SCDE)	At least 50% of network member schools will provide information about their school improvement needs.
3	Plan and provide appropriate state-level workshops and other resources for network participants. (SCDE and SREB)	The SCDE and SREB will produce a menu of professional learning opportunities for 2015-16.
4	Employ part-time associate to provide support and oversight to related SREB programs and projects in South Carolina, including Making Middle Grades Work. (SCDE and SREB)	Hire part-time associate by October 2015. +
5	Employ part-time associate to support overall SCDE school improvement efforts with SREB products, resources, and workshops.	Hire part-time associate by October 2015.
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6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students' reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

EIA Program Report for Fiscal Year 2015-16

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

- A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?

- B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

Past Outcomes Fiscal Year 2014-2015		How Does the Outcome Contribute to the Profile of a SC Graduate?
1	In 2014-15, the HSTW program was not administered through the SCDE. Information about FY 2015 outcomes has been requested.	Information about FY 2015 outcomes has been requested.
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Current and Future Outcomes Fiscal Year 2015-16 and beyond		How Does the Outcome Contribute to the Profile of a SC Graduate?
1	As a result of participation in HSTW network activities, participating teachers will report an increased ability to facilitate instruction designed to equip their students with world class knowledge, world class skills, and life and career characteristics.	Outcome supports components of the <i>Profile</i> directly.
2	As a result of participation in HSTW network activities, participating administrators will report an increased ability to support instruction and create school structures designed to equip their students with world class knowledge, world class skills, and life and career characteristics.	Outcome supports components of the <i>Profile</i> directly.
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7. Program Evaluation

A. Outcomes

Describe methods used to determine the program’s impact. Document measures or evidence collected to demonstrate impact.

The SCDE and SREB will design a survey and ask teachers and administrators participating in HSTW workshops and events to complete it. Data will be analyzed by SCDE staff.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

While SCDE staff believe this program can be effective, especially in the context of SCDE school improvement efforts, no evaluative information has been collected since 2011-12. In 2015-16, the SCDE and SREB will work together to determine targets and whether the program is reaching the intended target population and the intended number of participants, as well as how participants or recipients perceive the services, benefits, activities of the program.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ Yes _____ X _____ No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

A mid-year reduction in EIA appropriations would result in reduced allocations and services to districts and schools.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

A five to ten percent reduction in EIA appropriations would result in reduced allocations and services to districts and schools.

HIGH SCHOOLS THAT WORK

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	\$2,146,499	\$2,146,499
General Funds		
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year	\$0	\$0
TOTAL:	\$2,146,499	\$2,146,499

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service		
Contractual Services		\$30,000
Supplies & Materials		\$12,000
Fixed Charges		
Travel		\$18,000
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	\$2,146,499	\$2,086,499
Other: Transfers		
Balance Remaining	\$0	\$0
TOTAL:	\$2,146,499	\$2,146,499
# FTES:	0	0

Coversheet			
EIA-Funded Program Name	Summer Reading Camps	Address	1429 Senate Street Columbia, SC 29229

2015-16 EIA Appropriation	\$7,500,000	2014-15 EIA Appropriation (if program funded last year)	\$6,000,000.00
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Program Contact	Cathy Jones-Stork	Organization	Office of Early Learning and Literacy
Contact Title	Team Lead, Read to Succeed	Address	1429 Senate Street Columbia, SC 29229
Contact Phone	80-734-0790	Contact E-Mail	cjones@ed.sc.gov

Description of Program:

On June 5, 2014, the South Carolina General Assembly approved a ground-breaking new bill, amending the state's 1976 law to include Title 59, the South Carolina Read to Succeed Act.

Read to Succeed was enacted to make certain that all students in our state are able to comprehend grade-level text. We know that once students fall behind in literacy skills in the early years, they often fail to develop proficiency with reading and comprehension in later grades. Students in middle and high school who have difficulty comprehending texts struggle academically in their content area courses. Without effective instructional intervention to improve their reading comprehension in the early grades, these children become the students in our high schools least likely to graduate. Research shows that students reading below grade level at the end of third grade are six times more likely to leave school without a high school diploma (Murnane, Sawhill, and Snow, 2012).

Third grade summer reading camps are an important component of the legislation. Legislation mandates that students who are significantly below third-grade reading proficiency be provided the opportunity to receive quality, intensive instructional services and support for at least six weeks, four hours a day, four days a week or the equivalent of 96 instructional hours. This mandate was legislatively funded for the 2014-15 school year through Proviso 1.79.

During the third nine weeks of school, all third grade students were assessed using a reliable and research-based formative assessment tool. Those students not reading at grade level based on the cut score determined by the district to show proficiency qualified to attend the summer reading camp.

Camps were to be taught by teachers who are licensed and have documented success in helping students comprehend grade-level texts, as well as experience with working with struggling readers. Parents/guardians were notified within the third nine weeks of school that their child qualified to attend the camp. During 2015, there was no consequence for students that were identified as being significantly below grade level not attending the summer reading camp. Parents made the final decision regarding a student's participation.

Description of Program:

Schools and districts were encouraged to partner with county or school libraries, institutions of higher learning, community organizations, faith-based organizations, businesses, pediatrics and family medical practices, and other groups to provide volunteers, mentors, tutors, space, or other support to assist with the provision of the summer reading camp.

Districts were encouraged to create summer reading camps designed to:

- teach students strategies to assist them in understanding the meaning of what they have read as opposed to simply calling words;
- be based on topics which are high interest to students and prepare them for fourth grade content or material;
- make the reading experience pleasurable for students, building upon the interests of students in the program; and
- promote the belief in students that they can become successful readers, developing and building their self-efficacy.

The South Carolina Department of Education (SCDE) is charged with evaluating the effectiveness of summer reading camps. During the 2015 implementation of summer reading camps, on-site visits including classroom observations, were conducted in 20 districts.

1. Program History

Please mark the appropriate response. Choose one.

This program:

- was an original initiative of the Education Improvement Act of 1984
- was created or implemented as part of the Education Accountability Act of 1998, as amended through 2014
- has been operational for less than five years
- was funded last fiscal year by general or other state funds (Proviso funding)
- is a new program implemented for the first time with EIA revenues
- is receiving EIA funds for the first time in 2015-16
- Other (please describe): The program is a result of Act 284, the Read to Succeed Act and is funded by Proviso 1.67.

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year’s general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:
Act 284

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015):
1.67. (SDE: Summer Reading Camps) For the current fiscal year, funds appropriated for summer reading camps must be allocated as follows:

Regulation(s):
Not applicable

B. Other Governing Guidelines

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

Yes No

If yes, please describe:

Program Description

The following questions ask for information relevant to the program's goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal:** Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

Goals	
1	Mitigate the summer reading loss for third grade students.
2	Decrease the number of 3 rd grade students being retained.
3	Establish summer reading camps that teach students strategies to assist them in understanding the meaning of what they have read as opposed to reading words
4	Establish summer reading camps that are based on topics which are high interest to students and prepare them for 4 th grade content.
5	Establish summer reading camps that make the reading experience pleasurable for students, building upon the interests of students in the program.
6	Establish summer reading camps that promote the belief in students that they can be successful readers, developing and building their self-efficacy.

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
Strategy		Progress (completed, in progress, not begun)
1	Provided professional development for teachers in preparation for summer reading camps.	Completed
2	Conducted technical assistance sessions for districts to explain expectations of the summer reading camps.	Completed
3	Provided on-site support to nine districts to extend the knowledge gained from the professional development and assist with the implementation of the goals of the summer reading camp.	Completed
4	Conducted twenty on-site visits to provide feedback to districts regarding their implementation of the summer reading camps.	Completed
5	Served 4,033 students state wide in 83 districts and 5 charter schools.	Completed
6	Collected and analyzed 100% of district pre- and –post camp reporting forms.	Completed

Fiscal Year 2015-16		
Strategy		Progress (completed, in progress, not begun)
1	Provide professional development for teachers in preparation for summer reading camps	Not begun
2	Conduct technical assistance sessions for districts to explain expectations of the summer reading camps	Not begun
3	Increase the number of districts that receive on-site support	Not begun
4	Increase the number of districts receiving feedback from on-site visits	Not begun
5	Increase the number of students served in summer reading camps state	Not begun
6	Determine assessment methods in order to measure student growth as a result of the 96 hours of instructional time	Not begun

5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program's progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
Indicator		Progress (completed, in progress, not begun)
1	235 participants participated in the professional development offerings	Completed
2	Nine districts received on-site instructional support from SCDE Literacy Specialists	Completed
3	Twenty on-site observations were conducted and immediate feedback was provided to district leaders	Completed
4	4,033 students participated	Completed
5	Average attendance rate for students was 75%	Completed

Fiscal Year 2015-16		
Indicator		Progress (Intended Benchmarks)
1	At least 250 teachers participate in multiple high-quality professional development offerings	End of professional development
2	Conduct at least twenty five on-site visits and provide immediate feedback.	End of summer
3	Provide on-site support to at least 12 districts.	End of summer
4	Increase the number of students served	End of summer
5	Increase the student attendance rate	End of summer

6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students’ reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

- A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
- B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

Past Outcomes Fiscal Year 2014-2015		How Does the Outcome Contribute to the Profile of a SC Graduate?
1	Increase in summer reading camp teacher knowledge in instructional practices leading to more effective implementation of the goals of the summer reading camp.	The components of the Profile of the SC Graduate are an integral part of the instructional program and are addressed through the instructional strategies teachers use as a result of professional development.
2	Relationships and partnerships were established with local businesses and community organizations to support summer reading camps	Business and community organization partnerships provide opportunities for collaboration in support of the Profile of the SC Graduate.

Current and Future Outcomes Fiscal Year 2015-16 and beyond		How Does the Outcome Contribute to the Profile of a SC Graduate?
1	Increase preparedness of students entering fourth grade reading on grade level.	The knowledge, world class skills, and life and career characteristics elaborated upon in the Profile of the SC Graduate provide opportunities for increased student engagement and resulting increase in student achievement, specifically reading on grade level
2	Increase the number of business and community partnerships.	Business and community organization partnerships provide opportunities for collaboration in support of the Profile of the SC Graduate.

7. Program Evaluation

A. Outcomes

Describe methods used to determine the program’s impact. Document measures or evidence collected to demonstrate impact.

A narrative report summarizing the activities that occurred as part of each district’s summer reading camps in support of the goals is attached.

Due to the variability of the assessments used to identify students for service as well as to determining student growth as a result of the 96 hours of instruction, a quantitative report is not available at this time.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

See attachment.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ Yes _____ X _____ No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

A mid-year reduction in EIA appropriations would result in reduced allocations and services provided to districts through summer reading camps.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

A five to ten percent reduction in EIA appropriations would result in reduced allocations and services provided to districts through summer reading camps.

SUMMER READING CAMPS

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation		\$1,500,000
General Funds	\$6,000,000	\$6,000,000
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year	\$0	
TOTAL:	\$6,000,000	\$7,500,000

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	\$4,100,000	\$5,300,000
Other: Transfers - SCDE Transportation	\$1,200,000	\$1,500,000
Other: Community Partnerships	\$700,000	\$700,000
Balance Remaining		
TOTAL:	\$6,000,000	\$7,500,000
# FTES:		

Coversheet			
EIA-Funded Program Name	Read to Succeed Coaches	Address	R2S schools

2015-16 EIA Appropriation	\$4,961,278	2014-15 EIA Appropriation (if program funded last year)	\$0
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Program Contact	Cathy Chapman	Organization	SCDE
Contact Title	Lead Literacy Specialist	Address	1429 Senate Street Columbia, SC 29201
Contact Phone	803-734-0529	Contact E-Mail	cchapman@ed.sc.gov

Description of Program: The Read to Succeed Coach Initiative provides funding for school-based reading coaches in elementary schools where an increase in student achievement is needed. The school-based reading coaches attend monthly professional learning opportunities provided the SCDE Literacy Specialists. The professional learning opportunities, held in different locations around the state, will lead to the Read To Succeed Coach earning his/her R2S Teacher Endorsement as well as the R2S Coach Endorsement. Literacy Specialists also offer virtual and on-site support to the school-based reading coaches. The National Academy of Education (2008) provides evidence that professional development, coaching, and mentoring can improve instruction and promote the retention of highly effective teachers. Research by Jacqueline Lynch (2007) indicates that literacy coaches have positive effects on student achievement at both the classroom and district levels.

In order for this program to be successful, it is important for the school-based coaches to receive training and support provided by the SCDE Literacy Specialists. This training will take place during the Reading Coach Institute for Year 2015-2016. Coaches will meet twice a month in a regional setting with a Literacy Specialist assigned to that region. Coaches will also receive virtual and on-site support from the assigned Literacy Specialist. It is also important that coaches have access to professional books and articles in order to deepen their knowledge of literacy and how to coach their colleagues in order to improve instructional practices.

An end of year survey for coaches and administrators is conducted to measure the implementation of this program.

1. Program History

Please mark the appropriate response. Choose one.

This program:

- was an original initiative of the Education Improvement Act of 1984
- was created or implemented as part of the Education Accountability Act of 1998, as amended through 2014
- has been operational for less than five years
- was funded last fiscal year by general or other state funds
- is a new program implemented for the first time with EIA revenues
- is receiving EIA funds for the first time in 2015-16
- Other (please describe): This program is a result of Act 284, The Read To Succeed Act and is funded by Proviso 1.88.

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year’s general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws: Act 284

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015): Proviso 1.88 provided funded for Reading Coaches during the 2014-2015 year. Provisos 1.74 & 1A.75 will provide funding for Reading Coaches during the 2015-2016 school year.

Regulation(s):

B. Other Governing Guidelines

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

*** Yes No

If yes, please describe: The courses and professional development leading to the endorsement must be approved by the State Board of Education and must include foundations, assessment, content area reading and writing, instructional strategies, and an embedded or stand-alone practicum.

Program Description

The following questions ask for information relevant to the program’s goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal:** Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program’s control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

Goals	
1	To train school-based reading coaches who will serve as job-embedded, resources for professional development throughout schools in order to generate improvement in reading and literacy instruction and student achievement.
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4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
Strategy		Progress (completed, in progress, not begun)
1	Coaches attended the Reading Coach Institute led by SCDE Literacy Specialists twice a month for professional learning opportunities that focused on the following courses for endorsement: Foundations of Reading and Coaching for Literacy Education.	Coaches earned 60 hours of credit towards their R2S teacher endorsement.
2	SCDE Literacy Specialists provided virtual and on-site support to the coaches.	Virtual and on-site support continued all year.
3	Literacy Specialists met monthly to discuss progress of coaches in order to monitor and adjust support during the Reading Coach Institute.	Meetings continued all year.

Fiscal Year 2015-16		
Strategy		Progress (completed, in progress, not begun)
1	Coaches will attend the 2015-2016 Reading Coach Institute led by the SCDE Literacy Specialists twice a month for professional learning opportunities focusing on the following courses for endorsement: Assessment of Reading, Reading and Writing in the Content Areas, and the Principles of Coaching.	PLOs are in progress with the first one held in September.
2	Hire 7 additional Literacy Specialists in order to increase support for school-based coaches.	Hired September 2015.
3	Hire a Lead Literacy Specialist to coordinate the work of the Literacy Specialists in the field and ensure quality implementation of the Reading Coach Institute.	Hired August 2015.
4	Hold monthly meetings with Literacy Specialists to monitor implementation of Reading Coach Institute.	Meetings are in progress with the first one held in August.
5	Increase communication among the Literacy Specialists, principals, and coaches.	Specialists held initial meetings with principals and coaches to explain Roles and Responsibilities of the school-based coach. Specialists will continue to touch base with principals on a regular basis.
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5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program’s progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Indicator	Progress (completed, in progress, not begun)
1	599 school-based reading coaches in 81 of the 82 school districts (including the SC Public Charter District) attended the R2S Coach Institute.	599 school-based coaches completed the Institute and received 60 PD hours in Foundations.
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Fiscal Year 2015-16		
	Indicator	Progress (Intended Benchmarks)
1	It is projected that 579 school-based coaches will attend the R2S Coach Institute in 2015-2016.	Coaches will receive 60 pd hours in Assessment and 60 pd hours in Reading and Writing in the Content Areas towards their R2S Teaching Endorsement. Coaches will receive 60 pd hours in Principles of Coaching towards their R2S Coaching Endorsement.
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6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students’ reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

- A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
- B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

	Past Outcomes Fiscal Year 2014-2015	How Does the Outcome Contribute to the Profile of a SC Graduate?
1	<i>90% of R2S coaches reported on a survey that the R2S Coach Institute increased their knowledge about literacy development, assessment, and instruction. 89% reported an increased capacity to improve literacy levels in their schools, and 87% reported an increased ability to coach colleagues.</i>	Coaches have the increased knowledge and necessary skills to scaffold and support teachers in their schools in order to improve instructional practices. Improved instructional practices will lead to higher student achievement and students who graduate with the knowledge and skills to be successful in college and/or a career.

2	<p><i>On an end of the year survey, 67.1% of R2S Administrators reported that The SC Reading Coach Institute increased the coaches' capacity to improve literacy levels in their schools. 62.4% of R2S Administrators reported The SC Reading Coach Institute increased coaches' ability to coach colleagues.</i></p>	<p>**Coaches have the increased knowledge and necessary skills to scaffold and support teachers in their schools in order to improve instructional practices. Improved instructional practices will lead to higher student achievement and students who graduate with the knowledge and skills to be successful in college and/or a career.</p> <p>** Better communication among the Literacy Specialist, district liaison, principal, and coach would have led to higher percentages. Some principals reported they were left out of the loop of communication and didn't know what the role of the coach was supposed to be.</p>
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Current and Future Outcomes Fiscal Year 2015-16 and beyond		How Does the Outcome Contribute to the Profile of a SC Graduate?
1	<p>Continue to increase the coaches' knowledge about literacy development, assessment, and instruction. Continue to increase coaches' capacity to improve literacy levels in their schools. Increase coaches' ability to coach colleagues.</p>	<p>Coaches who have the increased knowledge and necessary skills to scaffold and support teachers in their schools in order to improve instructional practices will lead to higher student achievement and students who graduate with the knowledge and skills to be successful in college and/or a career.</p>
2	<p>Increase communication among Literacy Specialists, District Liaison, Principals, and Coaches.</p>	<p>Coaches will be utilized more effectively in schools to support teachers as they improve instructional practices that will lead to <u>higher student achievement</u>.</p>
3	<p>Increase the number of students reading on grade level at grades 3, 5, 8, and 11.</p>	<p>Students reading on grade level will lead to higher student achievement and students who graduate with the knowledge and skills to be successful in college and/or a career.</p>
4	<p>Reduce the number of students scoring at the lowest achievement level on the state reading test and increase the number of students scoring at proficient or above on the state reading test.</p>	<p>Students who score proficient on the state reading test have a greater chance of graduating with the knowledge and skills to be successful in college and/or a career.</p>
5	<p>Close the achievement gap for underachieving groups of students.</p>	<p>Accelerating achievement for the underachieving groups will enable these students to graduate with the skills to be successful in college and/or a career.</p>
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7. Program Evaluation

A. Outcomes

Describe methods used to determine the program's impact. Document measures or evidence collected to demonstrate impact. ***Survey data was collected at the end of the Year 1 (2014-2015) Read to Succeed (R2S) Coach Institute. Survey consisted of demographic information, Likert Scale questions and open-ended questions. An end of the year survey will be conducted again in 2015-2016. Literacy Specialists will work with school-based coaches to complete a data analysis showing the progress of student achievement.***

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program? ***Survey data from administrators and coaches was collected at the end of the Year 1 (2014-2015) Read to Succeed (R2S) Implementation. Based on the survey data from coaches, the program is leading to the expected outcomes. 90% of the coaches agreed that the R2S Coach Institute increased their knowledge about literacy development, assessment, and instruction. 88.9% agreed that the R2S Coach Institute increased their capacity to improve literacy levels in their schools. 86.7% agreed that the R2S Coach Institute increased their ability to coach colleagues.***

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ Yes _____ ***** No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools. ***A reduction in EIA funds could result in the elimination of training and support for the R2S coaches as well as a decrease in the number of coaches in schools. This would have a direct impact on the school's ability to improve instructional practices in order to improve student achievement through the support and scaffolding of a school-based coach.***

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools. ***There would be a decrease in the number of elementary schools supported by school-based coaches. Schools without coaches would not have the support necessary to provide job-embedded professional development for teachers in order to improve instructional practices and increase student achievement.***

READING COACHES

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation		\$4,961,278
General Funds	\$29,483,100	\$29,483,100
Lottery Revenues		
Fees		
Supplemental Appropriation		\$4,961,278
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year	\$0	
TOTAL:	\$29,483,100	\$39,405,656

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service		
Contractual Services		\$750,000
Supplies & Materials		
Fixed Charges		
Travel		\$750,000
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	\$27,741,035	\$37,905,656
Other: Transfers		
Balance Remaining	\$1,742,065	
TOTAL:	\$29,483,100	\$39,405,656
# FTES:		

EIA Program Report for Fiscal Year 2015-16

Coversheet			
EIA-Funded Program Name	Education and Economic Development Act (EEDA)	Address	SCDE, 1429 Senate Street, Ste. 805, Columbia 29201

2015-16 EIA Appropriation	\$6,013,832	2014-15 EIA Appropriation (if program funded last year)	\$6,013,832
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Program Contact	Sabrina Moore	Organization	SC Dept. of Education
Contact Title	Director, Student Intervention Services	Address	1429 Senate St., Ste. 805, Columbia, SC
Contact Phone	803-734-8433	Contact E-Mail	smoore@ed.sc.gov

Description of Program:

The Education and Economic Act of 2005 (EEDA) was designed to require the development of a high school curriculum organized around a career cluster system that provides students with strong academic, career, and real-world problem solving skills.

EIA Program Report for Fiscal Year 2015-16

1. Program History

Please mark the appropriate response. Choose one.

This program:

- was an original initiative of the Education Improvement Act of 1984
- was created or implemented as part of the Education Accountability Act of 1998, as amended through 2014
- has been operational for less than five years
- was funded last fiscal year by general or other state funds
- is a new program implemented for the first time with EIA revenues
- is receiving EIA funds for the first time in 2015-16
- Other (please describe): funded by EIA initially in 2012-13

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year’s general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

South Carolina Education and Economic Development Act (EEDA) of 2005, codified at Chapter 59 of Title 50 of the South Carolina Code of Laws.

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015):

1.28. (SDE: School Districts and Special Schools Flexibility) All school districts and special schools of this State may transfer and expend funds among appropriated state general fund revenues, Education Improvement Act funds, Education Lottery Act funds, and funds received from the Children’s Education Endowment Fund for school facilities and fixed equipment assistance, to ensure the delivery of academic and arts instruction to students. However, a school district may not transfer funds allocated specifically for state level maintenance of effort requirements under IDEA, funds allocated specifically for state level maintenance of effort requirement for federal program, funds provided for the Education and Economic Development Act, funds provided for Career and Technology Education, nor required for debt service or bonded indebtedness. All school districts and special schools of this State may suspend professional staffing ratios and expenditure regulations and guidelines at the sub-function and service area level, except for four-year old programs and programs serving students with disabilities who have Individualized Education Programs.

1A.53. (SDE-EIA: Education and Economic Development Act Carry Forward) Funds provided for the Education and Economic Development Act may be carried forward into the current fiscal year to be expended for the same purposes by the department, school districts, and special schools.

1A.54. (SDE-EIA: EEDA Regional Education Centers) Funds appropriated from the EEDA for Regional Education Centers must not be less than \$108,500.

Regulation(s): State Board of Education (SBE) Regulation 43-274.1, At-Risk Students

B. Other Governing Guidelines

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

_____ Yes _____ X _____ No

If yes, please describe:

Program Description

The following questions ask for information relevant to the program's goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal:** Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

EIA Program Report for Fiscal Year 2015-16

Goals	
1	To increase the number of high school graduates who are college- and career-ready.
2	
3	
4	
5	

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

EIA Program Report for Fiscal Year 2015-16

Fiscal Year 2014-15		
Strategy		Progress (completed, in progress, not begun)
1	Provide funds to districts to support the hiring of career specialists.	Completed
2	Require middle and high school counselors and/or career specialists to conduct individual graduation plans for all students in grades 8-12.	Completed
3	Require career specialists to assist students in grades 6-12 with various career awareness, exploration, and/or preparation activities.	Completed
4	Provide funds to districts to support the implementation of evidence-based strategies and models to assist students at risk of academic failure.	Completed
5	Provide funds to districts to support the participation of school counselors and/or career specialists in career-development related professional development activities.	Completed
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Fiscal Year 2015-16		
Strategy		Progress (completed, in progress, not begun)
1	Provide funds to districts to support the hiring of career specialists.	In progress
2	Require middle and high school counselors and/or career specialists to conduct individual graduation plans for all students in grades 8-12.	In progress
3	Require career specialists to assist students in grades 6-12 with various career awareness, exploration, and/or preparation activities.	In progress
4	Provide funds to districts to support the implementation of evidence-based strategies and models to assist students at risk of academic failure.	In progress
5	Provide funds to districts to support the participation of school counselors and/or career specialists in career-development related professional development activities.	In progress
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5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include:

EIA Program Report for Fiscal Year 2015-16

number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program’s progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15	
Indicator	Progress (completed, in progress, not begun)
1	Number of districts receiving Career Specialist funding
2	Number of students for whom individual graduation plans were developed
3	Number of students in grades 6-12 who participated in career awareness, exploration, and/or preparation activities
4	Number of districts who received funds to implement supplemental programs/services for at-risk students
5	Number of districts receiving funds to support career development related professional development activities for school counselors and/or career specialists
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EIA Program Report for Fiscal Year 2015-16

Fiscal Year 2015-16		
	Indicator	Progress (Intended Benchmarks)
1	Number of districts receiving Career Specialist funding	100%
2	Number of students for whom individual graduation plans were developed	95%
3	Number of students in grades 6-12 who participated in career awareness, exploration, and/or preparation activities	90%
4	Number of districts who received funds to implement supplemental programs/services for at-risk students	30
5	Number of districts receiving funds to support career development related professional development activities for school counselors and/or career specialists	100%
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6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students’ reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

- A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
- B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

	Past Outcomes Fiscal Year 2014-2015	How Does this Outcome Contribute to the Profile of a SC Graduate?
1	504 career specialist FTEs were funded statewide	Career specialists provide career development information and activities
2	An individual graduation plan (IGP) was developed and/or revised for over 90% of students in grades 8-12.	During the IGP conference, counselors discuss the relationship between students’ academic performance and career aspirations, indicating key requirements of being successful in each arena.

EIA Program Report for Fiscal Year 2015-16

3	31 districts received funds to implement evidence-based programs to serve students at risk of academic failure	Students served were provided supplemental services designed to improve their world class knowledge, skills, and life and career characteristics.
4	100% of districts received funds to support professional development activities	Counselors and career specialists have opportunities to stay abreast of current trends and practices related to career development.
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Current and Future Outcomes Fiscal Year 2015-16 and beyond		How Does the Outcome Contribute to the Profile of a SC Graduate?
1	The number of career specialist FTEs funded statewide	Career specialists provide career development information and activities
2	The number of individual graduation plans (IGP) developed and/or revised annually for students in grades 8-12.	During the IGP conference, counselors discuss the relationship between students' academic performance and career aspirations, indicating key requirements of being successful in each arena.
3	The number of districts funded to implement evidence-based programs to serve students at risk of academic failure	Students served were provided supplemental services designed to improve their world class knowledge, skills, and life and career characteristics.
4	The number of districts funded to support professional development activities	Counselors and career specialists have opportunities to stay abreast of current trends and practices related to career development.
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7. Program Evaluation

A. Outcomes

Describe methods used to determine the program’s impact. Document measures or evidence collected to demonstrate impact.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ Yes _____ X _____ No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

To absorb or offset a potential reduction in funding, the amount of at-risk and career develop supplies/professional development funding available to districts will decrease. A reduction would result in a possible decrease in the number of career specialists available to serve students; fewer schools receiving funds to implement supplemental activities to serve students at risk; fewer students at-risk of academic failure receiving supplemental services; and fewer school counselors/career specialists participating in professional development activities.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

To absorb or offset a potential reduction in funding, the amount of at-risk and career develop supplies/professional development funding available to districts will decrease. A reduction would result in a possible decrease in the number of career specialists available to serve students; fewer schools receiving funds to implement supplemental activities to serve students at risk; fewer students at-risk of academic failure receiving supplemental services; and fewer school counselors/career specialists participating in professional development activities.

EDUCATION ECONOMIC AND DEVELOPMENT ACT (EEDA)

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	\$6,013,832	\$6,013,832
Supplemental Appropriation		\$2,400,000
General Funds		
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year	\$274,626	\$1,371,308
TOTAL:	\$6,288,458	\$9,785,140

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service		
Contractual Services	\$88,884	\$90,000
Supplies & Materials	\$5,232	\$5,000
Fixed Charges		
Travel	\$2,704	\$2,500
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	\$4,820,331	\$9,687,640
Other: Transfers		
Balance Remaining	\$1,371,308	\$0
TOTAL:	\$6,288,458	\$9,785,140
# FTES:		

EIA Program Report for Fiscal Year 2015-16

Coversheet			
EIA-Funded Program Name	Assessment/Testing	Address	1429 Senate St. Columbia, SC 29201

2015-16 EIA Appropriation	\$27,261,400	2014-15 EIA Appropriation (if program funded last year)	\$27,261,400
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Program Contact	Leslie Dawes	Organization	Office of Assessment
Contact Title	Program Coordinator	Address	1429 Senate St. Columbia, SC 29201
Contact Phone	803-734-4944	Contact E-Mail	ldawes@ed.sc.gov

Description of Program:

The mission of the Office of Assessment is to select or develop and administer high quality assessments of educational attainment that provide reliable information that can be used as the basis for drawing valid conclusions about examinees and that meet the highest standards of the educational measurement profession.

1. Program History

Please mark the appropriate response. Choose one.

This program:

- was an original initiative of the Education Improvement Act of 1984
- was created or implemented as part of the Education Accountability Act of 1998, as amended through 2014
- has been operational for less than five years
- was funded last fiscal year by general or other state funds
- is a new program implemented for the first time with EIA revenues
- is receiving EIA funds for the first time in 2015-16
- Other (please describe): Testing was originally mandated by the Basic Skills Assessment Act of 1978, then by the Educational Accountability Act.

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:

- S. C. Code Ann § 59-18-100 (Supp. 2014)
- S. C. Code Ann § 59-18-110 (Supp. 2014)
- S. C. Code Ann § 59-18-120 (Supp. 2014)
- S. C. Code Ann § 59-18-310 (Supp. 2014)
- S. C. Code Ann § 59-18-320 (Supp. 2014)
- S. C. Code Ann § 59-18-325 (Supp. 2014)
- S. C. Code Ann § 59-18-340 (Supp. 2014)
- S. C. Code Ann § 59-18-350 (Supp. 2014)
- S. C. Code Ann § 59-18-360 (Supp. 2014)
- S. C. Code Ann § 59-18-900 (Supp. 2014)
- S. C. Code Ann § 59-18-910 (Supp. 2014)
- S. C. Code Ann § 59-18-920 (Supp. 2014)
- S. C. Code Ann § 59-18-930 (Supp. 2014)
- S. C. Code Ann § 59-18-950 (Supp. 2014)
- S. C. Code Ann § 59-155-150 (Supp. 2014)

Program Description

The following questions ask for information relevant to the program’s goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal:** Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program’s control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

Goals	
1	Administer the South Carolina Palmetto Assessment of State Standards (SCPASS) tests in science and social studies tests to all students in grades four through eight.
2	Administer new assessments in English language arts and mathematics to students in grades three through eight, and eleven.
3	Administer the South Carolina Alternate Assessment (SC-Alt) in science, and social studies to students who are age 8, 9, 10, 11, 12, and 13 by September 1 of the assessment year.
4	Administer the NCSC Alternate Assessment in English language arts for students who are age 9, 10, 11, 12, 13, and 15 by September 1 of the assessment year.
5	Administer a readiness assessment focused on early language and literacy to all students entering a publicly funded prekindergarten or public kindergarten.
6	Administer the examinations for the End-of-Course Examination Program (EOCEP) to students taking gateway or benchmark courses.
7	Administer WorkKeys to students in grade 11.
8	Administer the Grade 2 Assessments (the CogAT and Iowa Assessments) and the Performance Tasks Assessments to determine eligibility of students for participation in state-funded programs for the gifted and talented.

EIA Program Report for Fiscal Year 2015-16

9	Provide funding (if available) for International Baccalaureate examinations.
10	Provide funding for Advanced Placement examinations.
11	Provide funding for formative assessments on the Adoption List of Formative Assessments.
12	Provide funding for the PSAT examinations.

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Strategy	Progress (completed, in progress, not begun)
1	The Budget and Control Board wrote and released an RFP and obtained a contract for the readiness assessment.	Completed
2	The Budget and Control Board wrote and released an RFP and obtained a contract for the grades 3 through 11 math and ELA assessments.	Completed
3	Released an RFP and obtained a contract for the Performance Tasks Assessments for G & T identification.	Completed
4	Released an RFP and obtained a contract for the Grade 2 Assessments for G & T identification.	Completed
5	Secured a contract for the administration of WorkKeys.	Completed
6	Monitored assessment contracts to ensure that administration, scoring, and reporting meet requirements.	Completed
7	Provided professional development for district staff so that assessments could be administered appropriately and test security is maintained.	Completed

Fiscal Year 2015-16		
	Strategy	Progress (completed, in progress, not begun)
1	Procure readiness assessments for fall 2015 and spring 2016.	In progress
2	Draft and release an RFP and obtain a contract and/or develop readiness assessments for 2016-17 through 2020-21.	In progress
3	Procure alternate assessments in ELA, math, science, and social studies for 2015-16.	In progress
4	Draft and release one or two RFPs and obtain a contract(s) for the development and administration of alternate assessments in ELA, math, science, and social studies for 2016-17 through 2020-21.	In progress

EIA Program Report for Fiscal Year 2015-16

5	Draft and release an RFP and obtain a contract for the ELA and math assessments for grades 3 through 11 and for EOCEP English 2 and Geometry (as an option) for 2015-16 through 2019-20.	In progress
6	Draft and release an RFP for development of EOCEP items for English 1, Algebra 1, Biology 1, and USHC.	Not begun
7	Secure a contract for the administration of WorkKeys.	In progress
8	Release a Call for Submissions for updating the Formative Assessment Adoption List and review proposed formative assessments.	In progress
9	Draft an RFP for development of performance tasks for science and social studies to replace SCPASS in three grades.	Not begun

5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program’s progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
Indicator		Progress (completed, in progress, not begun)
1	Administered the South Carolina Palmetto Assessment of State Standards (SCPASS) science tests to 275,524 students and 275,433 social studies tests to students in grades four through eight.	Completed
2	Administered Aspire reading assessments to 331,576 students, mathematics assessments to 332,477 students, writing to 322,410 students, and science to 147,255 students in grades three through eight. Administered The ACT English assessment to 48,945 students, the writing assessment to 48,528 students, the reading assessment to 48,888 students, the mathematics assessment 48,929 students, and the science assessment to 48,838 students in grade eleven.	Completed
3	Administered the South Carolina Alternate Assessment (SC-Alt) in science, and social studies to 1,040 elementary students, and 1,504 middle school students.	Completed
4	Administered the NCSC Alternate Assessment in English language arts and mathematics to 1,667 elementary students, 1,624 middle school students, and 412 high schools students.	Completed

EIA Program Report for Fiscal Year 2015-16

5	The EOCEP Algebra 1/Math for the Technologies 2 examination was administered to 59,640 students. The English 1 examination was administered to 58,384 students. U.S. History and Constitution was administered to 48,699 students. The Biology 1/Applied Biology 2 examination was administered to 54,803 students.	Completed
6	Administered a readiness assessment focused on early language and literacy to 82,707 students.	Completed
7	Provided funding for 37,493 students in grade 10 to take the PSAT.	Completed
8	Administered the Grade 2 Assessments (the CogAT and Iowa assessments) to 59,236 students in grade 2 and a state-developed Performance Tasks Assessment to 19,549 students as a part of the process to assist in the identification of students for participation in state-funded programs for the gifted and talented.	Completed
9	Provided funding for 41,205 Advanced Placement examinations.	In progress
10	Funding for International Baccalaureate examinations cannot begin until the final invoice for the 2015 AP exams is paid.	Not begun
11	Conducted training for district test coordinators from each school district in the administration of state assessment programs.	Completed
12	Provided \$3,026,495 to districts for formative assessments from the Adoption List of Formative Assessments.	Completed

EIA Program Report for Fiscal Year 2015-16

Fiscal Year 2015-16		
	Indicator	Progress (Intended Benchmarks)
1	Successfully administer the South Carolina Palmetto Assessment of State Standards (SCPASS) tests in science and social studies tests to all students in grades four through eight.	In progress
2	Successfully administer new assessments in English language arts and mathematics to students in grades three through eight, and eleven.	Not begun
3	Successfully administer the South Carolina Alternate Assessment (SC-Alt) in science, and social studies to students who are age 9, 10, 11, 12, and 13 by September 1 of the assessment year Biology 1 Alt to students who are 16 by September 1.	Not begun
4	Successfully administer the NCSC Alternate Assessment in English language arts and mathematics for students who are age 8, 9, 10, 11, 12, and 13 by September 1 of the assessment year.	Not begun
5	Successfully administer a readiness assessment focused on early language and literacy to all students entering a publicly funded prekindergarten or public kindergarten.	In progress
6	Successfully administer the examinations for the End-of-Course Examination Program (EOCEP) to students taking applicable courses.	In progress
7	Successfully administer the Grade 2 Assessments (the CogAT and Iowa Assessments) and the Performance Tasks Assessments as a part of the process to assist in the identification of students for participation in state-funded programs for the gifted and talented.	In progress
8	Successfully administer WorkKeys to students in grade 11.	Not begun
9	Provide funding for Advanced Placement examinations.	Not begun
10	Provide funding (if available) for International Baccalaureate examinations.	Not begun
11	Updating the Formative Assessment Adoption List and review proposed formative assessments. Provide funding to districts for formative assessments on the Adoption List of Formative Assessments.	Not begun
12	Provide funding for the PSAT for students in grade 10.	In progress.

6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students' reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

EIA Program Report for Fiscal Year 2015-16

- A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
- B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

Past Outcomes Fiscal Year 2014-2015		How Does the Outcome Contribute to the Profile of a SC Graduate?
1	The number of assessments was increased to provide additional measures of student achievement. Test data are provided to districts with a desired outcome of improvement in curriculum and instruction leading to increases in student achievement.	Assessments are measuring more rigorous standards in ELA, mathematics, science, and social studies.
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Current and Future Outcomes Fiscal Year 2015-16 and beyond		How Does the Outcome Contribute to the Profile of a SC Graduate?
1	Revisions in assessments to contain a variety of new and innovative item types that will more accurately measure and should increase students' skills in critical thinking and problem solving.	Providing practical experience in the application of critical thinking and problem solving.
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7. Program Evaluation

A. Outcomes

Describe methods used to determine the program’s impact. Document measures or evidence collected to demonstrate impact.

To hold educators accountable for teaching the South Carolina Standards.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

Student test scores are collected and reported. Test data are used to provide instructional information for students, parents, teachers, and other educators and determine students’ academic growth.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ X _____ Yes _____ No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

Reviews by the Education Oversight Committee and federal peer reviewers were conducted on assessments implemented before the EAA was amended in 2014. Assessments implemented after the amendment of the EAA have not yet been evaluated by these two entities.

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

All documentation is maintained by the Education Oversight Committee. Links to peer review results can be found on the following Web page. <http://www2.ed.gov/admins/lead/account/nclbfinalassess/index.html>

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

If insufficient funds are available, the Department will request that tests not used for federal accountability be reduced in scope or completely eliminated. In addition, funds to districts for formative assessments could be reduced or eliminated. These changes would require legislative action.

ASSESSMENT/TESTING

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	\$27,261,400	\$27,261,400
EIA Surplus Revenue		\$7,300,000
General Funds		
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source	\$2,500,000	
Matching Funds		
Carry Forward from Prior Year	\$3,259,519	\$11,932,229
TOTAL:	\$33,020,919	\$46,493,629

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service		
Contractual Services	\$17,927,794	\$43,266,391
Supplies & Materials	\$92,356	\$150,000
Fixed Charges	\$33,233	\$35,000
Travel	\$8,070	\$15,000
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	\$3,027,238	\$3,027,238
Other: Transfers		
Balance Remaining	\$11,932,229	\$0
TOTAL:	\$33,020,919	\$46,493,629
# FTES:		

EIA Program Report for Fiscal Year 2015-16

Coversheet			
EIA-Funded Program Name	Reading	Address	SC Dept of Education 1429 Senate Street Columbia SC 29201

2015-16 EIA Appropriation	\$6,542,052	2014-15 EIA Appropriation (if program funded last year)	\$6,542,052
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Program Contact	Cathy Jones-Stork	Organization	SCDE
Contact Title	Team Leader, Read to Succeed	Address	Office of Early Learning and Literacy SC Dept of Education 1429 Senate Street Columbia SC 29201
Contact Phone	803-734-0790	Contact E-Mail	cjones@ed.sc.gov

Description of Program:

Reading EIA funds are used to support state and district initiatives to raise achievement in reading and writing for all South Carolina students. Actions are intended to address South Carolina's primary challenges (low student achievement in reading and writing, literacy achievement gaps among demographic groups, summer loss in literacy achievement, and lack of critical elements necessary for high-progress literacy classrooms) and to guide implementation of Act 284 (Read to Succeed) as a tool to increase student literacy achievement.

During the 2014-15 year at the state level, EIA Reading funds were used primarily to support implementation of most components Act 284 in its first year, including flow-through to districts, support of Reading Recovery and Project Read, needed professional development and capacity-building for new Read to Succeed staff, partnerships through the Read Advisory Group, the South Carolina Reading Coach Institute through support of literacy specialists, and support of SC Summer Reads.

EIA Program Report for Fiscal Year 2015-16

1. Program History

Please mark the appropriate response. Choose one.

This program:

- was an original initiative of the Education Improvement Act of 1984
- was created or implemented as part of the Education Accountability Act of 1998, as amended through 2014
- has been operational for less than five years
- was funded last fiscal year by general or other state funds
- is a new program implemented for the first time with EIA revenues
- is receiving EIA funds for the first time in 2015-16
- Other (please describe): Act 284, Read to Succeed

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year’s general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws: Act 284

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015): 1A.36 (SDE-EIA: Reading)

Regulation(s): None

B. Other Governing Guidelines

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

Yes No

If yes, please describe:

Program Description

The following questions ask for information relevant to the program’s goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal:** Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program’s control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

Goals	
1	Deliver high quality, ongoing professional learning that supports implementation of R2S and the best practices associated with the CCSS, promotes high-progress literacy classrooms (HPLCs) and is based on state-wide data and current research.
2	Build statewide partnerships for effective implementation of Act 284 (Read to Succeed).
3	Supply reading coaches, teachers, and students with needed books and materials.
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4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

EIA Program Report for Fiscal Year 2015-16

Fiscal Year 2014-15		
Strategy		Progress (completed, in progress, not begun)
1	Provide districts with support for local reading initiatives and improvement.	Completed
2	Support new primary and elementary reading coaches through regionally-assigned literacy specialists and Year 1 of the SC Reading Coach Institute (including materials).	Completed
3	Fund elementary student reading interventions through Reading Recovery.	Completed
4	Fund teacher training through Project Read.	Completed
5	Support the development of partnerships through the Read Advisory Panel and other avenues.	Completed
6	Support implementation of Read to Succeed summer reading camps through literacy specialists and student books in high poverty schools through SC Summer Reads.	Completed
7	Support professional development and capacity-building for new Read to Succeed staff.	Completed
8		

Fiscal Year 2015-16		
Strategy		Progress (completed, in progress, not begun)
1	Continue to provide districts with support of increased reading achievement.	In progress
	Support primary and elementary school based reading coaches through regionally-assigned literacy specialists and to provide the Year 2 Assessment, Coaching and Content Area Reading and Writing courses.	In progress
3	Fund elementary student reading interventions through Reading Recovery.	In progress
4	Support the development of partnerships through the Read Advisory Panel and other avenues.	In progress
5	Support implementation of Read to Succeed summer reading camps through literacy specialists and student books in high poverty schools through SC Summer Reads.	In progress
6	Support professional development and capacity-building for new Read to Succeed staff.	In progress
7		
8		

5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

EIA Program Report for Fiscal Year 2015-16

In Fiscal Year 2014-15, what were the indicators of the program’s progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Indicator	Progress (completed, in progress, not begun)
1	Reading EIA funds were allocated to districts.	Completed
2	599 reading coaches trained in Year 1 of SC Reading Coach Institute and received 60 professional development hours in Foundations.	Completed
3	2,069 students received Reading Recovery intervention services. 81% of the children who received a complete intervention were successfully discontinued.	Completed
4	Project Read offered training in 6 schools and in 7 school districts, trained or coached 455 teachers (a record high number), awarded 316 teachers three hours of graduate credit from Southern Wesleyan University, awarded an additional 156 teachers certificate credits for renewal, extended training into three schools new to the grant, and provided 2 summer school sessions.	Completed
5	28-member statewide Read to Succeed Advisory Group was selected and held six meetings to discuss and provide input into Act 284 implementation.	Completed
6	Literacy specialists supported 9 summer reading camps in 9 districts. 39,957 students in 93 high poverty schools were provided with summer reading books (through EIA Reading and State Priority funds).	Completed
7	Capacity-building professional development related to Read to Succeed and literacy was provided to six staff members.	Completed
8		

EIA Program Report for Fiscal Year 2015-16

Fiscal Year 2015-16	
Indicator	Progress (Intended Benchmarks)
1	
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6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students’ reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

- A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
- B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

Past Outcomes Fiscal Year 2014-2015	How Does the Outcome Contribute to the Profile of a SC Graduate?
<p>1 See <i>SC State Reading Plan</i> Appendix G. 2013-14 data provided in <i>Plan</i> and 2014-15 data are unavailable at the time of this report.</p> <p>Outcome 1: Increase the number of South Carolina students reading on grade level based on state summative assessments in grades 3, 5, 8 and 11.</p> <p>1.1: Reduce the number of South Carolina public school students scoring at the lowest achievement level on the state summative reading assessment.</p> <p>1.2: Increase the number of South Carolina public school students scoring at proficient</p>	<p>Literacy is foundational to successful achievement of the Profile by all students.</p>

EIA Program Report for Fiscal Year 2015-16

2	<p>See <i>SC State Reading Plan</i> Appendix G. 2013-14 data provided in <i>Plan</i> and 2014-15 data are unavailable at the time of this report.</p> <p>Outcome 2: Accelerate the progress of historically underperforming readers in the state based on assessments in grades 3, 5, 8, and 11 as compared to average state progress.</p> <p>2.1: African American students 2.2: Hispanic students 2.3: Native American students 2.4: Students eligible free or reduced lunch under federal guidelines 2.5: Limited English Proficient (LEP) students 2.6: Migrant students 2.7: Students with non-speech disabilities</p>	<p>Literacy is foundational to successful achievement of the Profile by all students.</p>
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<p align="center">Current and Future Outcomes Fiscal Year 2015-16 and beyond</p>	<p align="center">How Does the Outcome Contribute to the Profile of a SC Graduate?</p>
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EIA Program Report for Fiscal Year 2015-16

1	<p>See <i>SC State Reading Plan</i> Appendix G. 2013-14 data provided in <i>Plan</i> and 2014-15 data are unavailable at the time of this report.</p> <p>Outcome 1: Increase the number of South Carolina students reading on grade level based on state summative assessments in grades 3, 5, 8 and 11.</p> <p>1.1: Reduce the number of South Carolina public school students scoring at the lowest achievement level on the state summative reading assessment.</p> <p>1.2: Increase the number of South Carolina public school students scoring at proficient or above on the state summative reading assessment.</p>	<p>Literacy is foundational to successful achievement of the Profile by all students.</p>
2	<p>See <i>SC State Reading Plan</i> Appendix G. 2013-14 data provided in <i>Plan</i> and 2014-15 data are unavailable at the time of this report.</p> <p>Outcome 2: Accelerate the progress of historically underperforming readers in the state based on assessments in grades 3, 5, 8, and 11 as compared to average state progress.</p> <p>2.1: African American students 2.2: Hispanic students 2.3: Native American students 2.4: Students eligible free or reduced lunch under federal guidelines 2.5: Limited English Proficient (LEP) students 2.6: Migrant students 2.7: Students with non-speech disabilities</p>	<p>Literacy is foundational to successful achievement of the Profile by all students.</p>

EIA Program Report for Fiscal Year 2015-16

3	<p>See <i>SC State Reading Plan</i> Appendix G. Assessment instrument and baseline data to be determined in 2015-16.</p> <p>Decrease the number of students requiring remediation at the start of post-secondary education.</p>	<p>Literacy is foundational to successful achievement of the Profile by all students.</p>
4	<p>See <i>SC State Reading Plan</i> Appendix G. Assessment instrument and baseline data to be determined in 2015-16.</p> <p>Increase family awareness of and involvement in children’s literacy development.</p>	<p>Literacy is foundational to successful achievement of the Profile by all students.</p>
5	<p>See <i>SC State Reading Plan</i> Appendix G. Assessment instrument and baseline data to be determined in 2015-16.</p> <p>Work with state partners to increase the number of community partnerships in public schools.</p>	<p>Literacy is foundational to successful achievement of the Profile by all students.</p>
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7. Program Evaluation

A. Outcomes

Describe methods used to determine the program’s impact. Document measures or evidence collected to demonstrate impact.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ Yes _____ X _____ No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

A mid-year reduction in EIA appropriations would result in reduced allocations and services to districts and schools.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

A five to ten percent reduction in EIA appropriations would result in reduced allocations and services to districts and schools.

READING

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	\$6,542,052	\$6,542,052
General Funds		
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year		
TOTAL:	\$6,542,052	\$6,542,052

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service (temporary Literacy Specialists)		\$1,340,000
Contractual Services	\$7,035	\$10,000
Supplies & Materials	\$1,050,577	\$1,417,226
Fixed Charges		
Travel	\$3,305	\$75,000
Equipment		
Employer Contributions		\$428,800
Allocations to Districts/Schools/Agencies/Entities	\$5,073,360	\$3,271,026
Other: Transfers		
Balance Remaining	\$407,775	
TOTAL:	\$6,542,052	\$6,542,052
# FTES:		

EIA Program Report for Fiscal Year 2015-16

Coversheet			
EIA-Funded Program Name	Instructional Materials	Address	SCDE – Greystone Office

2015-16 EIA Appropriation	\$20,922,839	2014-15 EIA Appropriation (if program funded last year)	\$20,922,839
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Program Contact	Clare L. Luther	Organization	SCDE
Contact Title	Manager	Address	SCDE – Greystone Office
Contact Phone	803-832-8210	Contact E-Mail	clluther@ed.sc.gov

Description of Program:

The instructional materials programs provides instructional materials in both print and digital formats for students, grades K–12, in each subject area as adopted by the State Board of Education to include newly adopted materials aligned to the appropriate academic and career and technology education standards, consumable math books, science kit refurbishment, and maintaining existing adoption materials. State adopted instructional materials are an integral part of ensuring that students complete high school in SC with world class skills and ready for college and careers.

EIA Program Report for Fiscal Year 2015-16

1. Program History

Please mark the appropriate response. Choose one.

This program:

- was an original initiative of the Education Improvement Act of 1984
- was created or implemented as part of the Education Accountability Act of 1998, as amended through 2014
- has been operational for less than five years
- was funded last fiscal year by general or other state funds
- is a new program implemented for the first time with EIA revenues
- is receiving EIA funds for the first time in 2015-16
- Other (please describe): Instructional materials program in existence prior to Education Improvement Act of 1984.

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year’s general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:
Title 59, Chapter 5, Section 60 and Title 59, Chapter 31, Section 550, Accountability Act

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015):
1.65 – SDE: Digital Instructional Materials

Regulation(s):
State Board of Education Regulations 43-71

B. Other Governing Guidelines

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

Yes No

If yes, please describe:

Program Description

The following questions ask for information relevant to the program’s goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal:** Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program’s control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

Goals	
1	Ensure that students who complete high school in SC have world class skills and are ready for college and careers
2	Ensure students have instructional materials in print and digital formats that are of high quality with strong alignment to the appropriate standards
3	Ensure students have the opportunity to learn content aligned to the new academic standards
4	Ensure students have the opportunity to learn content aligned to the appropriate career and technology education course standards to meet industry certification requirements
5	

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

EIA Program Report for Fiscal Year 2015-16

Fiscal Year 2014-15	
Strategy	Progress (completed, in progress, not begun)
1 Issued the Call for Bids for instructional materials in subject areas approved by the State Board of Education with instructions to bid materials in print and digital formats aligned to the appropriate standards	Completed
2 Reviewed and adopted materials based on the alignment to the appropriate standards and that are of high quality to ensure that students who complete high school in SC are ready for college and careers	Completed
3 Coordinated the Instructional Materials Public Review of recommended student instructional materials and provided comments to the State Board of Education with the panel adoption	Completed
4 Assisted district selection of instructional materials by providing adoption information and publisher presentations at regional sessions	Completed
5 Assisted schools with instructional materials orders by providing schools with real-time access to 5,000 plus print and digital materials through the Destiny Management System	Completed
6 Provided training and technical assistance to districts and schools on the web-based ordering system (Destiny Management System)	Completed
7 Coordinated an annual physical inventory of state-owned materials used by schools	Completed
8 Contracted with publishers to provide quality, standards-based materials for use by public schools	Completed

Fiscal Year 2015-16	
Strategy	Progress (completed, in progress, not begun)
1 Issue the 2016 Call for Bids for instructional materials in subject areas to be approved by the State Board of Education with instructions to bid materials in print and digital formats aligned to the appropriate standards	Not begun
2 Review and adopt materials based on the alignment to the appropriate standards and that are of high quality to ensure that students who complete high school in SC are ready for college and careers	Not begun
3 Coordinate the Instructional Materials Public Review of recommended student instructional materials and provide comments to the State Board of Education with the panel adoption	Not begun
4 Assist district selection of instructional materials by providing adoption information and publisher presentations at regional sessions	Not begun
5 Assist schools with instructional materials orders by providing schools with real-time access to 5,000 plus print and digital materials through the Destiny Management System	In progress
6 Provide training and technical assistance to districts and schools on the web-based ordering system (Destiny Management System)	In progress

EIA Program Report for Fiscal Year 2015-16

7	Coordinate an annual physical inventory of state-owned materials used by schools	Not begun
8	Contract with publishers to provide quality, standards-based materials for use by public schools	Not begun

5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program’s progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Indicator	Progress (completed, in progress, not begun)
1	Issued the Call for Bids for instructional materials in subject areas approved by the State Board of Education with instructions to bid materials in print and digital formats aligned to the appropriate standards	Completed
2	Reviewed and adopted materials based on the alignment to the appropriate standards and that are of high quality to ensure that students who complete high school in SC are ready for college and careers	Completed
3	Coordinated the Instructional Materials Public Review of recommended student instructional materials and provided comments to the State Board of Education with the panel adoption recommendations	Completed
4	Assisted district selection of instructional materials by providing adoption information and publisher presentations at regional sessions	Completed
5	Assisted schools with instructional materials orders by providing schools with real-time access to 5,000 plus print and digital materials through the Destiny Management System	Completed
6	Provided training and technical assistance to districts and schools on the web-based ordering system (Destiny Management System)	Completed
7	Coordinated an annual physical inventory of state-owned materials used by schools	Completed
8	Contracted with publishers to provide quality, standards-based materials for use by public schools	Completed

EIA Program Report for Fiscal Year 2015-16

Fiscal Year 2015-16		
Indicator	Progress (Intended Benchmarks)	
1	Issue the Call for Bids for instructional materials in subject areas approved by the State Board of Education with instructions to bid materials in print and digital formats aligned to the appropriate standards	Not begun
2	Review and adopt materials based on the alignment to the appropriate standards and that are of high quality to ensure that students who complete high school in SC are ready for college and careers	Not begun
3	Coordinate the Instructional Materials Public Review of recommended student instructional materials	In progress
4	Assist district selection of instructional materials by providing adoption information and publisher presentations at regional sessions	Not begun
5	Assist schools with instructional materials orders by providing schools with real-time access to 5,000 plus print and digital materials through the Destiny Management System	In progress
6	Provide training and technical assistance to districts and schools on the web-based ordering system (Destiny Management System)	In progress
7	Coordinate an annual physical inventory of state-owned materials used by schools	In progress
8	Contract with publishers to provide quality, standards-based materials for use by public schools	In progress

6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students’ reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

- A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
- B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

Past Outcomes Fiscal Year 2014-2015	How Does the Outcome Contribute to the Profile of a SC Graduate?	
1	Issued the Call for Bids for instructional materials in subject areas approved by the State Board of Education to over 450 publishers and vendors. Provided bidders with instructions for submitting materials in print and digital formats aligned to the appropriate standards	Provides students with high quality, standards-based materials needed to ensure students are prepared for college and careers

EIA Program Report for Fiscal Year 2015-16

Past Outcomes Fiscal Year 2014-2015		How Does the Outcome Contribute to the Profile of a SC Graduate?
2	Reviewed and adopted materials based on the alignment to the appropriate standards and that are of high quality to ensure that students who complete high school in SC are ready for college and careers	Provides students with high quality, standards-based materials needed to ensure students are prepared for college and careers
3	Coordinated and received citizen comments from the Instructional Materials Public Review and provided comments to the State Board of Education with the panel adoption recommendations	Provides the State Board of Education with citizen input on the recommended instructional materials that will be available for student use upon funding
4	Assisted over 1,200 teachers and district administrators with the district selection of newly adopted instructional materials at regional sessions with publisher presentations	Assists the districts in selecting materials that will ensure their students are prepared for college and careers
5	Assisted schools with instructional materials orders by providing schools with real-time access to 5,000 plus print and digital materials through the Destiny Management System	Provides students with high quality, standards-based materials needed to ensure students are prepared for college and careers
6	Provided training and technical assistance to districts and schools on the web-based ordering system (Destiny Management System) for ordering standards-based instructional materials (print and digital)	Provides the State Board of Education with citizen input on the recommended instructional materials that will be available for student use upon funding
7	Coordinated an annual physical inventory of state-owned materials used by schools	Assists schools with a system to maintain state-owned instructional materials to ensure availability and determine if replacement and/or additional materials area needed for students
8	Issued contracts for the new standards-based instructional materials and extended existing contracts, if needed	Guarantees the availability of the materials (print and digital) for students in the areas approved by the State Board of Education

Current and Future Outcomes Fiscal Year 2015-16 and beyond		How Does the Outcome Contribute to the Profile of a SC Graduate?
1	Issue the Call for Bids for instructional materials in subject areas approved by the State Board of Education to publishers and vendors. Provide bidders with instructions for submitting materials in print and digital formats aligned to the appropriate standards	Provides students with high quality, standards-based materials needed to ensure students are prepared for college and careers
2	Review and recommend instructional materials and programs in print and digital formats for adoption approval by the State Board of Education	Provides students with high quality, standards-based materials needed to ensure students are prepared for college and careers
3	Receive citizen comments from the Instructional Materials Public Review and provide comments to the State Board of Education with the adoption recommendations	Provides the State Board of Education with citizen input on the recommended instructional materials that will be available for student use upon funding
4	Assisted schools and districts with the district selection of newly adopted instructional materials at regional sessions	Assists the districts in selecting materials that will ensure their students are prepared for college and careers
5	Assist schools with instructional materials orders by providing schools with real-time access to instructional materials (print and digital) through the Destiny Management System	Provides students with high quality, standards-based materials needed to ensure students are prepared for college and careers

EIA Program Report for Fiscal Year 2015-16

6	Provide training and technical assistance to districts and schools on the web-based ordering system (Destiny Management System) for ordering standards-based instructional materials (print and digital)	Provides the State Board of Education with citizen input on the recommended instructional materials that will be available for student use upon funding
7	Coordinate an annual physical inventory of state-owned materials used by schools	Assists schools with a system to maintain state-owned instructional materials to ensure availability and determine if replacement and/or additional materials area needed for students
8	Issue contracts for the new standards-based instructional materials and extend existing contracts, if needed	Guarantees the availability of the materials (print and digital) for students in the areas approved by the State Board of Education

7. Program Evaluation

A. Outcomes

Describe methods used to determine the program’s impact. Document measures or evidence collected to demonstrate impact.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ Yes _____ X _____ No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

Response to #8:

If no additional EIA revenues were appropriated, the new instructional materials aligned to the current standards would not be provided to schools. Schools would continue to use the older print version of the state-adopted materials.

INSTRUCTIONAL MATERIALS

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	\$20,922,839	\$20,922,839
General Funds	\$1,666,161	\$14,508,278
Lottery Revenues	\$6,000,000	\$6,000,000
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year		
TOTAL:	\$28,589,000	\$41,431,117

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service		
Contractual Services		
Supplies & Materials	\$25,589,000	\$38,431,117
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	\$3,000,000	\$3,000,000
Other: Transfers		
Balance Remaining		
TOTAL:	\$28,589,000	\$41,431,117
# FTES:		

EIA Program Report for Fiscal Year 2015-16

Coversheet			
EIA-Funded Program Name	State Priority Schools (formerly Palmetto Priority Schools)	Address	SC Dept of Education 1429 Senate Street Columbia, SC 29201

2015-16 EIA Appropriation	\$8,800,000	2014-15 EIA Appropriation (if program funded last year)	\$6,000,000
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Program Contact	Tina Jamison	Organization	SCDE
Contact Title	Program Manager for State Priority	Address	1429 Senate Street Columbia, SC 29201
Contact Phone	803-734-3397	Contact E-Mail	tjamison@ed.sc.gov

Description of Program:

State Priority Schools are those schools whose absolute rating is At Risk on the state report card and receive technical assistance and funding through the Education Accountability Act (EAA) S.C. Code Ann. § 59-18-1510. The State Priority Schools program monitors schools' *Challenge to Achieve Plans* and offers technical assistance through professional learning and leadership support. External review teams evaluate the schools' progress with student achievement and make recommendations for improvement.

EIA Program Report for Fiscal Year 2015-16

1. Program History

Please mark the appropriate response. Choose one.

This program:

- was an original initiative of the Education Improvement Act of 1984
- was created or implemented as part of the Education Accountability Act of 1998, as amended through 2014
- has been operational for less than five years
- was funded last fiscal year by general or other state funds
- is a new program implemented for the first time with EIA revenues
- is receiving EIA funds for the first time in 2015-16
- Other (please describe):

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year’s general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:
Education Accountability Act, S.C. Code of Laws Annotated, Section 59-18-1510 *et. seq.*

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015):
1A.14

Regulation(s):
None

B. Other Governing Guidelines

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

Yes No

If yes, please describe:
The State Board of Education must approve all of the State Priority Schools’ *Challenge to Achieve Plans*.

Program Description

The following questions ask for information relevant to the program’s goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal:** Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program’s control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

Goals	
1	Improve school performance and student achievement in identified schools.
2	Create sustained change; in other words, permanently reduce of the number of low-performing schools through support and building local expertise for sustained improvement.
3	
4	
5	

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

EIA Program Report for Fiscal Year 2015-16

Fiscal Year 2014-15		
Strategy		Progress (completed, in progress, not begun)
1	Provide financial resources to support State Priority Schools	Completed
2	Assist school leadership in developing and implementing <i>Challenge to Achieve Plans</i> incorporating school turnaround strategies designed to improve student performance.	Completed
3	Monitor student academic achievement.	Completed
4	Provide schools with additional, targeted support related to their professional learning needs.	Completed
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Fiscal Year 2015-16		
Strategy		Progress (completed, in progress, not begun)
1	Provide financial and human resources to support State Priority Schools.	In progress
2	Assist school leadership in developing and implementing <i>Challenge to Achieve Plans</i> incorporating targeted school outcomes and turnaround strategies designed to improve student performance.	In progress
3	Monitor student academic achievement.	In progress
4	Provide schools with additional, targeted support related to their professional learning needs.	In progress
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5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program’s progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

EIA Program Report for Fiscal Year 2015-16

Fiscal Year 2014-15		
Indicator		Progress (completed, in progress, not begun)
1	All funds were distributed to support identified schools and schools with below average rating for special projects focused on sustainability.	Completed
2	All identified schools developed and implemented SBE-approved <i>Challenge to Achieve Plans</i> .	Completed
3	Student academic achievement in all identified schools was monitored. Five schools exited State Priority status.	Completed
4	Over 600 educators attended professional learning workshops and trainings.	Completed
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Fiscal Year 2015-16		
Indicator		Progress (Intended Benchmarks)
1	All funds will be distributed to support identified schools and schools with below average rating for special projects focused on sustainability. The SCDE is considering inclusion of diagnostic reviews, transformation coaches, and/or a special projects assessment process to strengthen return on investment, service to schools, and support of the new SC School Improvement Model in 2014-15.	100 percent of funds will be distributed with evidence of new priorities and perceived return on investment from stakeholders.
2	All schools will create and implement a <i>Challenge to Achieve Plan</i> aimed at increasing student achievement. School leadership teams will write 3-4 goals with measurable outcomes to be included in their <i>Challenge to Achieve Plan</i> .	100 percent of schools will write a <i>Challenge to Achieve Plan</i> . 80 percent of schools will achieve at least 1 of their goals.
3	Student achievement in identified schools will improve.	50 percent of priority schools will show improvement on annual summative assessments in ELA and mathematics.

EIA Program Report for Fiscal Year 2015-16

4	All priority schools will participate in targeted professional learning aimed at increasing student achievement.	100 percent of schools will send representatives to required trainings and workshops.
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6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students’ reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

- A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
- B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

Past Outcomes Fiscal Year 2014-2015		How Does the Outcome Contribute to the Profile of a SC Graduate?
1	Goal: Improve school performance and student achievement in identified schools. Outcome: In 2014-15, five schools exited State Priority status. Overall achievement related to ELA and math scores remains unclear due to	Students graduating and working toward graduation under the Profile of the SC Graduate must first have access to high-quality instructional programs that are able to achieve results.
2	Goal: Create sustained change; in other words, permanently reduce of the number of low-performing schools through support and building local expertise for sustained improvement. Outcome: In 2014-15, five schools exited State Priority status. Overall achievement related to ELA and math scores remains unclear due to new assessments.	Students graduating and working toward graduation under the Profile of the SC Graduate must first have access to high-quality instructional programs that are able to achieve results.
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EIA Program Report for Fiscal Year 2015-16

Current and Future Outcomes Fiscal Year 2015-16 and beyond		How Does the Outcome Contribute to the Profile of a SC Graduate?
1	Improve school performance and student achievement in identified schools.	Students graduating and working toward graduation under the Profile of the SC Graduate must first have access to high-quality instructional programs that are able to achieve results.
2	Create sustained change; in other words, permanently reduce of the number of low-performing schools through support and building local expertise for sustained improvement.	Students graduating and working toward graduation under the Profile of the SC Graduate must first have access to high-quality instructional programs that are able to achieve results.
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7. Program Evaluation

A. Outcomes

Describe methods used to determine the program’s impact. Document measures or evidence collected to demonstrate impact.

Annual student achievement and state accountability ratings are tracked to determine the program’s impact.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

Services and programs are being retooled in 2014-15 to better meet the demands of the *Profile of the SC Graduate* and the *SC School Improvement Model*, which is focused on outcomes, sustained change, and more consistent, targeted on-the-ground support for schools. In the past , the program has served the intended target population and intended number of participants, but the SCDE’s goal with changes is to clearly target improved student outcomes.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ Yes _____ X _____ No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

A mid-year reduction in appropriations would result in reduced allocations and services to districts and schools.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

A five to ten percent reduction in appropriations would result in reduced allocations and services to districts and schools.

EAA - TECHNICAL ASSISTANCE

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	\$8,800,000	\$8,800,000
General Funds		
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year	\$1,084,828	
TOTAL:	\$9,884,828	\$8,800,000

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service (temporary)	\$7,128	
Contractual Services	\$986,683	\$750,000
Supplies & Materials	\$599,918	\$535,000
Fixed Charges	\$1,810	
Travel	\$8,261	\$15,000
Equipment		
Employer Contributions	\$1,277	
Allocations to Districts/Schools/Agencies/Entities	\$8,173,555	\$7,500,000
Other: Transfers		
Balance Remaining	\$106,196	
TOTAL:	\$9,884,828	\$8,800,000
# FTES:		

EIA Program Report for Fiscal Year 2015-16

Coversheet			
EIA-Funded Program Name	PowerSchool/Data Collection	Address	

2015-16 EIA Appropriation	\$7.5 million	2014-15 EIA Appropriation (if program funded last year)	\$7.5 million
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Program Contact	Dr. Sheila Quinn	Organization	SCDE – Division of Innovation and Effectiveness
Contact Title	Team Leader Data Management	Address	
Contact Phone	803 734 7897	Contact E-Mail	squinn@ed.sc.gov

Description of Program:

The South Carolina Department of Education funds Power School, a student information system that is used by all schools, districts, special schools and state operated programs. PowerSchool is a comprehensive student information system (SIS) that meets the requirements for state accountability and also fulfills data requirements for program evaluation, program management and federal accountability. PowerSchool enables the South Carolina Department of Education to maintain a comprehensive data collection and reporting system to conduct data collection, storage, retrieval, and analysis for the purposes of accountability reports.

EIA Program Report for Fiscal Year 2015-16

1. Program History

Please mark the appropriate response. Choose one.

This program:

- was an original initiative of the Education Improvement Act of 1984
- was created or implemented as part of the Education Accountability Act of 1998, as amended through 2014
- has been operational for less than five years
- was funded last fiscal year by general or other state funds
- is a new program implemented for the first time with EIA revenues
- is receiving EIA funds for the first time in 2015-16
- Other (please describe):

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year’s general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:
SECTION 59-18-900, Development of comprehensive annual report cards; academic performance ratings; promulgation of regulations, and specifically **SECTION 59-18-900(G)**, relating to the State Board of Education’s responsibility for promulgating regulation for data collection, data accuracy, data reporting and consequences for failure to provide data required in this section.

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015):

Regulation(s):

B. Other Governing Guidelines

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

Yes No

If yes, please describe:

Program Description

The following questions ask for information relevant to the program’s goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal:** Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program’s control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

Goals	
1	Provide funds for the annual software maintenance, professional development, and technical support for the student information system (SIS) used by all schools, districts, special schools and state operated special programs.
2	Pay for additional necessary components associated with the successful implementation of the student information system including the student unique numbering system (SUNS) infrastructure. The SUNS allows each school and district to assign a unique number to each student’s data record so that the data can be maintained throughout a student’s K-12 enrollment.
3	Provide funding to support districts with technical expertise in using Power School and training on it components, including appropriate data entry and data management.

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from

EIA Program Report for Fiscal Year 2015-16

Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Strategy	Progress (completed, in progress, not begun)
1	Conduct four Quarterly Data Collection Reviews from all schools, districts, special schools, and state operated programs.	Completed
2	Conduct eleven additional data extractions to fulfill mandated data reporting, testing, and accountability requirements	Completed
3	Provide support and training to upgrade PowerSchool Systems to version 8.3 or higher	Completed by most districts
4	Redesign, test, and implement a new system for collecting and validating PowerSchool data through the Enrich Data Collection	Still In Progress
5	Install a new IDERA database monitoring and security system to ensure data privacy and storage security	Complete
6	Implement Level Data to improve front end data entry accuracy.	Still in progress
7	Improve the stored procedures for the pre-code process for assessment demographic accuracy	Complete
8	Obtain extended schema to improve and simplify the processing of data through Power School	Still in progress

Fiscal Year 2015-16		
	Strategy	Progress (completed, in progress, not begun)
1	Conduct four Quarterly Data Collection Reviews from all schools, districts, special schools, and state operated programs.	In Progress
2	Conduct eleven additional data extractions to fulfill mandated data reporting, testing, and accountability	In Progress
3	Replace and upgrade old servers in the SCDE and take them offline	In Progress
4	Redesign, test, and implement a new system for collecting and validating PowerSchool data through the Enrich Data Collection	In Progress
5	Implement Level Data to improve front end data entry accuracy.	In Progress
6	Obtain extended schema to improve and simplify the processing of data through Power School	In Progress

EIA Program Report for Fiscal Year 2015-16

7	Develop data marts within the SCDE to ensure consistency of data provided for reporting	In Progress
8	Incorporate Camouflage software to improve security of data by anonymizing the data during training episodes	In Progress

5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program’s progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Indicator	Progress (completed, in progress, not begun)
1	100% of all districts, schools, special schools and state operated programs completed the quarterly data reviews	Complete
2	100% of required data reports were completed	In Progress with final reports
3	87 or 90 districts or special schools converted to version 8.3; 3 districts or special schools had not converted as of 1-July	In Progress
4	15 districts successfully piloted the Enrich Data Collection	Complete
5	100% of servers were equipped with IDERA resulting in a reduction in man-power monitoring time for storage systems	Complete
6	69 of 90 districts or special schools implemented the base package for Level Data	In Progress
7	Increased accuracy of pre-code information and reduced bubbling in information required for statewide testing	In Progress with 2015 assessment results
8	60 of 90 districts or special schools have migrated to new extended schema	In Progress

EIA Program Report for Fiscal Year 2015-16

Fiscal Year 2015-16		
Indicator		Progress (Intended Benchmarks)
1	100% of all districts, schools, special schools and state operated programs will complete the quarterly data reviews	In Progress
2	100% of required data reports were complete	In Progress
3	100% of old SCDE servers will be replaced and taken offline	Not begun yet
4	100% of districts will implement new Enrich data collection	In Progress
5	100% of districts will implement the base package for Level Data *Note – the SCDE has no additional funds to supplement districts to implement base package	In Progress
6	100% districts will migrate to extended schema	In Progress
7	100% of SCDE staff across the agency will use data marts to standardize data and all reports are in a standard format	Not begun yet
8	100% of Power School data uses with the SCDE will use camouflage with training on data system	Not begun yet

6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students’ reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

- A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
- B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

Past Outcomes Fiscal Year 2014-2015		How Does the Outcome Contribute to the Profile of a SC Graduate?
1	100% of all districts, schools, special schools and state operated programs completed the quarterly data reviews	Improve the ability of the SCDE to provide more accurate data on student demographics, achievement on statewide assessments, and program outcomes for the purpose of providing an accurate picture of student and school progress toward the SC Graduate to external stakeholders
2	100% of required data reports were completed	Improve the ability of the SCDE to provide more accurate data on student demographics, achievement on statewide assessments, and program outcomes for the purpose of providing an accurate picture of student and school progress toward the SC Graduate to external stakeholders

EIA Program Report for Fiscal Year 2015-16

3	87 or 90 districts or special schools converted to version 8.3; 3 districts or special schools had not converted as of 1-July 2015	Improve the ability of the SCDE to provide more accurate data on student demographics, achievement on statewide assessments, and program outcomes for the purpose of providing an accurate picture of student and school progress toward the SC Graduate to external stakeholders
4	15 districts successfully piloted the Enrich Data Collection Process	Shorten the data collection process required by the SCDE to allow districts to complete required data extracts in a more timely
5	Reduction in man-power monitoring time for	
6	69 of 90 districts or special schools implemented the base package for Level Data	Improve the ability of the SCDE to provide more accurate data on student demographics, achievement on statewide assessments, and program outcomes for the purpose of providing an accurate picture of student and school progress toward the SC
7	Increased accuracy of pre-code information and reduced bubbling in information required for statewide testing	Improve the ability of the SCDE to provide more accurate data on student demographics, achievement on statewide assessments, and program outcomes for the purpose of providing an accurate picture of
8	60 of 90 districts or special schools have migrated to new extended schema	Improve the ability of the SCDE to provide more accurate data on student demographics, achievement on statewide assessments, and program outcomes for the purpose of providing an accurate picture of

Current and Future Outcomes Fiscal Year 2015-16 and beyond		How Does the Outcome Contribute to the Profile of a SC Graduate?
1	100% of all districts, schools, special schools and	Improve the ability of the SCDE to provide
2	100% of required data reports were complete	Improve the ability of the SCDE to provide
3	100% of old SCDE servers will be replaced and	
4	100% of districts will implement new Enrich data	Improve the ability of the SCDE to provide
5	100% of districts will implement the base package	Improve the ability of the SCDE to provide
6	100% districts will migrate to extended schema	Improve the ability of the SCDE to provide
7	100% of SCDE staff across the agency will use	
8	100% of Power School data uses with the SCDE	

7. Program Evaluation

A. Outcomes

Describe methods used to determine the program’s impact. Document measures or evidence collected to demonstrate impact.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ Yes _____ X _____ No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

Program Planning and Fiscal Information

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

9. Future EIA Funding Requests

A. The total amount of EIA funds requested for this program for Fiscal Year 2016-17 will be:

- _____ The same as appropriated in the current fiscal year's appropriation
- _____ \$1,952,000 An increase over the current fiscal year's appropriation
- _____ A decrease over the current fiscal year's appropriation

B. If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

Using funds allocated under the Education Accountability Act, the SCDE advocates for the development of dynamic, graphical, and searchable interactive data dashboards to take the place of the PDF format of the current school and district report cards required by the Education Accountability Act. The transition from paper report cards to PDFs and now to interactive web-based report cards is the ongoing evolution of public education in its interaction with stakeholders. The use of data analytics that SCDE plans to include with the system will provide

EIA Program Report for Fiscal Year 2015-16

added mechanisms for educators to better inform instruction.

The requested funds would be used for improving and expanding the current South Carolina Department of Education longitudinal data system (data warehouse) and improving the current method of data visualizations (data dashboards). With the ever-evolving technologies, and the ever-increasing demand for more and better data, the Office of Research and Data Analysis (ORDA) is requesting additional appropriations to fund improvements to the current data warehouse and data dashboards. The requested funds will be used to secure the resources needed to upgrade current technologies, to expand the data warehouse resources, and to improve the data dashboards. In addition, the funds will support one FTE (salary and fringe benefits). This new FTE is essential to the sustainability of data warehouse and data dashboards

POWER SCHOOL/DATA COLLECTION

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	\$7,500,000	\$7,500,000
General Funds		
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year	\$2,175,179	
TOTAL:	\$9,675,179	\$7,500,000

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service	\$164,585	\$165,000
Contractual Services	\$6,397,439	\$6,379,000
Supplies & Materials		
Fixed Charges	\$11,000	\$11,000
Travel	\$20,134	\$15,000
Equipment		
Employer Contributions	\$44,695	\$45,000
Allocations to Districts/Schools/Agencies/Entities	\$1,859,219	\$885,000
Other: Transfers		
Balance Remaining	\$1,178,107	\$0
TOTAL:	\$9,675,179	\$7,500,000
# FTES:	\$0	

EIA Program Report for Fiscal Year 2015-16

Coversheet			
EIA-Funded Program Name	Child Development Education Program (CDEP) (SCDE)	Address	S.C. Department of Education 1429 Senate Street, 607-E Columbia, S.C. 29201

2015-16 EIA Appropriation	\$	2014-15 EIA Appropriation (if program funded last year)	\$
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Program Contact	Penny Danielson	Organization	S.C. Department of Education, Office of Early Learning and Literacy
Contact Title	Team Lead, Early Learning	Address	S.C. Department of Education 1429 Senate Street, 607-E Columbia, S.C. 29201
Contact Phone	803 734-8251	Contact E-Mail	pdanielson@ed.sc.gov

Description of Program:

The Child Development Education Program (CDEP) is a state-funded, full-day educational pre-kindergarten program for at-risk four-year olds residing in the school districts meeting the legislatively mandated poverty level of 70% or higher. The program was established in 2006, with the Judge Cooper Ruling in response to the inequity lawsuit, *Abbeville County School District et al. vs SC.*, which directed the State to provide more resources to the plaintiff districts to meet the educational needs of young children of poverty in the designated districts. The program was funded as a pilot, and in 2014 the last "P" for pilot in CDEPP was dropped since the program became funded in Act 284, codifying the state funding in statute. As of 2014, 57 of the eligible school districts participate, with many of the districts moving from half-day preschool programs to a full day; serving income eligible 4-year-olds for 6.5 hours per day for 180 days each school year.

1. Program History

Please mark the appropriate response. Choose one.

This program:

- was an original initiative of the Education Improvement Act of 1984
- was created or implemented as part of the Education Accountability Act of 1998, as amended through 2014
- has been operational for less than five years
- was funded last fiscal year by general or other state funds
- is a new program implemented for the first time with EIA revenues
- is receiving EIA funds for the first time in 2015-16
- Other (please describe):

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year’s general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:
Act 284, Read to Succeed

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015):

Regulation(s):

B. Other Governing Guidelines

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

Yes No

If yes, please describe:
The SCDE CDEP Guidelines provide the requirements for the program and are based on the legislation.

Program Description

The following questions ask for information relevant to the program’s goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal:** Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program’s control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

Goals	
1	To support the CDEP Expansion of newly funded CDEP districts and new CDEP classrooms with technical support and professional development, to meet the DSS and SCDE requirements as specified in Act 284.
2	To support and strengthen the quality of CDEP programs; particularly in early literacy and language, to insure that children have the skills needed for entering for kindergarten readiness.
3	To improve the quality of the CDEP classroom environments to be developmentally appropriate, cognitively stimulating, and literacy rich.
4	
5	

The research on which the strategies listed are based is referenced in the Early Childhood section of the S.C. State Reading Plan, approved by the State Board of Education on June 10, 2015. <http://www.ed.sc.gov/instruction/read-to-succeed/reading-plans-state-district-and-school/>

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available

EIA Program Report for Fiscal Year 2015-16

Fiscal Year 2014-15		
Strategy		Progress (completed, in progress, not begun)
1	SCDE provided information sessions, webinars, and technical support to district administrators eligible to participate in the 2014 CDEP Expansion.	Completed.
2	SCDE provided professional development for CDEP teachers and administrators in early childhood curricula and intentional teaching strategies.	Completed
3	SCDE provided on-site technical support and monitoring visits to conduct ELLCO (Early Language and Literacy Classroom Observation) assessments on each new CDEP Classroom.	Completed a minimum of one for each new CDEPP Classrooms.
4	SCDE provided guidance on equipping CDEP classrooms with the \$10,000.00 in funding for each classroom.	Completed for 2014 classrooms
5	SCDE developed the State Reading Plan with a comprehensive early childhood component and the plan was approved by the State Board of Education.	Completed
6	SCDE collaborating with partnering state agencies to update the Early Learning Standards.	In Progress
7		
8		

Fiscal Year 2015-16		
Strategy		Progress (completed, in progress, not begun)
1	SCDE provided information sessions and technical support to district administrators eligible to participate in the 2015-16 CDEP Expansion.	Completed
2	SCDE providing professional development for CDEP teachers and administrators in early childhood curricula and intentional teaching strategies; particularly in literacy and numeracy.	In Progress
3	SCDE providing on-site technical support and monitoring visits to conduct ELLCO (Early Language and Literacy Classroom Observation) assessments on each new CDEP Classroom.	In Progress
4	SCDE providing guidance on equipping CDEP classrooms with the \$10,000.00 in funding for each classroom.	In Progress

EIA Program Report for Fiscal Year 2015-16

5	SCDE collaborating with partnering state agencies to update the Early Learning Standards.	In Progress
6	SCDE collaborating with First Steps to develop the Readiness definition characteristics as required by Act 287.	In Progress
7	SCDE providing professional development for districts on the administration of the 4K and 5K Readiness Assessments.	Completed
8	SCDE providing professional development for districts for teachers on using the Readiness Assessment data to inform their instruction.	In Progress

5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program’s progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Indicator	Progress (completed, in progress, not begun)
1	<u>10</u> school districts, eligible for CDEP expansion funding in 2014, were offered technical assistance. <u>75</u> administrators participated in a webinar providing an overview of the CDEP Guidelines. <u>122</u> administrators attended one of three CDEP Orientation training sessions offered in partnership with the S.C. Child Care Licensing Office of DSS.	Completed
2	<u>626</u> CDEP public school educators attended professional development in approved curricula: Creative Curriculum and Opening the World of Learning.	Completed
3	<u>229</u> CDEP public school educators (representing 36 of the 57 districts) received SCDE funded scholarships for attendance at an early childhood conference and obtained a minimum of 6 hours each for a total of <u>1,374</u> hours of professional learning.	Completed
4	<u>208</u> CDEP classrooms received on-site monitoring visits from SCDE with an ELLCO observation completed in each classroom, with feedback provided to teachers for recommendations for quality improvements.	Completed
5	<u>101</u> classrooms applied for and received CDEP expansion supply and materials funds in 2014 for quality enhancement of classrooms with guidance on developmentally appropriate centers for all domains.	Completed

EIA Program Report for Fiscal Year 2015-16

Fiscal Year 2015-16		
	Indicator	Progress (Intended Benchmarks)
1	543 early childhood educators attended (to date) professional development on administration of the 4K readiness assessment.	In Progress
2	6 to 10 professional development sessions on using data from 4K assessments in process of being scheduled in October and November .	In Progress
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6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students’ reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

- A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
- B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

	Past Outcomes Fiscal Year 2014-2015	How Does the Outcome Contribute to the Profile of a SC Graduate?
1	All 57 eligible districts continued to participate in the CDEP program, serving income-eligible students with full-day preschool services.	By providing preschoolers with early education, there is opportunity for the foundational skills of the SC Graduate.
2	Data from ELLCO assessments indicated that teachers attending professional development made positive changes in both their classroom environment and in teaching practices.	Students will have learning opportunities in a language and literacy-rich environment to prepare them in world class skills to include knowing how to learn and communication.
3	5 of the CDEP Programs in public schools have reached the high quality goal of NAEYC Accreditation.	Students will have the advantage of being in a school that is high quality and has personalized learning for all students.
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EIA Program Report for Fiscal Year 2015-16

Current and Future Outcomes Fiscal Year 2015-16 and beyond		How Does the Outcome Contribute to the Profile of a SC Graduate?
1	CDEP teachers will demonstrate knowledge learned from attending professional development on the administration of the readiness assessments.	Teachers will have the ability to insure students have world class skills needed to meet the goals of the Profile of the SC Graduate.
2	CDEP teachers will demonstrate knowledge of from professional development on using the data from readiness assessments to identify students who need further intervention. This data will be reported to SCDE.	Teachers will have the ability to plan instruction that will prepare them for academic rigor of ELA standards in 5K and beyond.
3	CDEP educators will demonstrate knowledge learned in professional development by demonstrating intentional teaching strategies. This data will be obtained by on-site monitoring visits for curricula fidelity.	Students will have opportunity for creativity, innovation, critical thinking and problem solving, collaboration and teamwork, communication, and knowing how to learn.
4	CDEP Programs will enter the self-study process for NAEYC Accreditation	Students will have the advantage of being in a school that has personalized learning for all students.
5		
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7. Program Evaluation

A. Outcomes

Describe methods used to determine the program’s impact. Document measures or evidence collected to demonstrate impact.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ Yes _____ X _____ No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

CDEPP - SCDE

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	\$34,324,437	\$34,324,437
General Funds	\$12,004,200	\$12,004,200
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		\$7,181,503
Matching Funds		
Carry Forward from Prior Year	\$6,576,507	\$4,755,707
TOTAL:	\$52,905,144	\$58,265,847

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service		
Contractual Services		\$1,000,000
Supplies & Materials		\$500,000
Fixed Charges		
Travel		\$100,000
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	\$48,149,437	\$55,000,000
Other: Transfers		
Balance Remaining	\$4,755,707	\$1,665,847
TOTAL:	\$52,905,144	\$58,265,847
# FTES:		

EIA Program Report for Fiscal Year 2015-16

Coversheet			
EIA-Funded Program Name	EIA - Four-Year-Old Child Development Half-Day	Address	S.C. Department of Education

2015-16 EIA Appropriation	\$	2014-15 EIA Appropriation (if program funded last year)	\$
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Program Contact	Penny Danielson	Organization	S.C. Dept. of Education Office of Early Learning and Literacy
Contact Title	Team Lead, Early Learning and Literacy	Address	1429 Senate Street, Rutledge Building, 607-C Columbia, S.C. 29201
Contact Phone	803 734-8251	Contact E-Mail	pdanielson@ed.sc.gov

Description of Program:

The mission of the program is to provide four-year-old kindergarten classes to serve children most likely to experience school failure in district that are not designated as CDEP districts. However, changes in recent legislation gear the service to those students eligible for free/reduced lunch.

EIA Program Report for Fiscal Year 2015-16

1. Program History

Please mark the appropriate response. Choose one.

This program:

- was an original initiative of the Education Improvement Act of 1984
- was created or implemented as part of the Education Accountability Act of 1998, as amended through 2014
- has been operational for less than five years
- was funded last fiscal year by general or other state funds
- is a new program implemented for the first time with EIA revenues
- is receiving EIA funds for the first time in 2015-16
- Other (please describe):

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year’s general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:
59-5-65, 59-139-05 et seq.

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015):

Regulation(s):
3-264.1

B. Other Governing Guidelines

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

Yes No

If yes, please describe:
The Half-Day 4K program has Guidelines as specified in regulation 43-264.1 which requires that classroom programs be developmentally appropriate, space must be a minimum of 35 square feet per child inside and a minimum of 75 square feet per child outside, and classroom

EIA Program Report for Fiscal Year 2015-16

enrollment must never exceed 20 children per early childhood certified teacher and teaching assistant. For evaluative purposes and in lieu of state requirements for licensing, programs will be evaluated on a five-year cycle using the environmental check sheet and SC Instructional Review document.

Program Description

The following questions ask for information relevant to the program’s goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal:** Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program’s control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

Goals	
1	The overall goal of the four-year-old early childhood program is to provide half-day child development services which will ensure that children will enter kindergarten ready to learn.
2	
3	
4	
5	

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

EIA Program Report for Fiscal Year 2015-16

Fiscal Year 2014-15		
Strategy		Progress (completed, in progress, not begun)
1	SCDE provides technical support and on-line resources for half-day preschool educators.	Completed
2		
3		
4		
5		
6		
7		
8		

Fiscal Year 2015-16		
Strategy		Progress (completed, in progress, not begun)
1	Four-year-olds will be assessed at the beginning and at the end of the school year with a literacy / language assessment to measure student growth over the school year.	In Progress
2	For evaluative purposes and in lieu of state requirements for licensing, half-day programs will be evaluated, using the environmental check sheet and feedback will be provided for quality improvements.	Not begun
3	An Early Literacy Conference is being planned in partnership with DSS and Head Start, which will provide professional development for half-day 4K educators.	Not begun
4		
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6		
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5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program’s progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

EIA Program Report for Fiscal Year 2015-16

Fiscal Year 2014-15		
	Indicator	Progress (completed, in progress, not begun)
1	An average of 3 to 5 contacts were made by early childhood educators to the SCDE early childhood staff for guidance and advice on early childhood issues.	Completed
2		
3		
4		
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8		

EIA Program Report for Fiscal Year 2015-16

Fiscal Year 2015-16		
Indicator		Progress (Intended Benchmarks)
1	Teachers will gain knowledge in early literacy through participating in the early childhood conference.	Not Begun
2	Teachers will make quality improvements in their classrooms based on feedback from site visits with an environment check.	Not Begun
3		
4		
5		
6		
7		
8		

6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students’ reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

- A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
- B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

Past Outcomes Fiscal Year 2014-2015		How Does the Outcome Contribute to the Profile of a SC Graduate?
1	Four year olds participated in early childhood programs in half-day preschool.	Students had opportunity for gaining foundational skills needed for the world class skills.
2		
3		
4		
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7		
8		

Current and Future Outcomes Fiscal Year 2015-16 and beyond		How Does the Outcome Contribute to the Profile of a SC Graduate?
1	Half-day 4K educators will improve the quality of their instruction by using assessment data to inform their instruction.	Students will develop world class skills needed to be prepared for 5K.

EIA Program Report for Fiscal Year 2015-16

toward learning, language development, and cognition and general knowledge;

- Comprehensive services: Vision, hearing, and health screenings and referrals as well as at least one service such as home visits, parent education, or nutrition information;
- Nutrition: Provision of at least one meal; and
- Monitoring quality: all sites are visited to assess program quality at least once every five years.

SCDE has lacked the resources for early childhood staff to monitor the quality of the half-day programs. This school year, one of the goals will be to provide support and limited monitoring to the districts with this program.

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

<http://nieer.org/yearbook>

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

EIA FOUR-YEAR-OLD CHILD DEVELOPMENT

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	\$15,513,846	\$15,513,846
General Funds		
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year		\$0
TOTAL:	\$15,513,846	\$15,513,846

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	\$13,013,846	\$13,013,846
Other: Transfers (Assessment)	\$2,500,000	\$2,500,000
Balance Remaining		
TOTAL:	\$15,513,846	\$15,513,846
# FTES:		

EIA Program Report for Fiscal Year 2015-16

Coversheet			
EIA-Funded Program Name	Teacher of the Year	Address	

2015-16 EIA Appropriation	\$155,000	2014-15 EIA Appropriation (if program funded last year)	\$155,000
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Program Contact	Mellanie Jinnette	Organization	SC Dept of Education
Contact Title	CFO	Address	1429 Senate Street Room 308
Contact Phone	803-734-3605	Contact E-Mail	mjinnett@ed.sc.gov

Description of Program: To provide funding for the state teacher of the year, the 4 honor roll teachers and each district teacher of the year.

EIA Program Report for Fiscal Year 2015-16

1. Program History

Please mark the appropriate response. Choose one.

This program:

- was an original initiative of the Education Improvement Act of 1984
- was created or implemented as part of the Education Accountability Act of 1998, as amended through 2014
- has been operational for less than five years
- was funded last fiscal year by general or other state funds
- is a new program implemented for the first time with EIA revenues
- is receiving EIA funds for the first time in 2015-16
- Other (please describe):

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year’s general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015): 1A.11

Regulation(s):

B. Other Governing Guidelines

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

Yes No

If yes, please describe:

Program Description

The following questions ask for information relevant to the program’s goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal:** Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program’s control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

Goals	
1	Provide awards to teachers named district/state teacher of the year
2	
3	
4	
5	

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

EIA Program Report for Fiscal Year 2015-16

Fiscal Year 2014-15		
Strategy		Progress (completed, in progress, not begun)
1	Supply funding for each district teacher of the year and subsequently the state teacher of year and 4 honor roll teachers	complete
2		
3		
4		
5		
6		
7		
8		

Fiscal Year 2015-16		
Strategy		Progress (completed, in progress, not begun)
1	Supply funding for each district teacher of the year and subsequently the state teacher of year and 4 honor roll teachers	Not begun
2		
3		
4		
5		
6		
7		
8		

5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program’s progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
Indicator		Progress (completed, in progress, not begun)
1	All teachers named a district teacher of the year, one of the 4 honor roll teachers and the state teacher of year were provided funding as soon as feasibility after the Teacher of the Year banquet	completed
2		

EIA Program Report for Fiscal Year 2015-16

Fiscal Year 2015-16		
Indicator		Progress (Intended Benchmarks)
1	All teachers named a district teacher of the year, one of the 4 honor roll teachers and the state teacher of year were provided funding as soon as feasibility after the Teacher of the Year banquet	Ensure payment no later than 2 weeks after the Teacher of the Year banquet
2		
3		
4		
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6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students’ reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

- A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
- B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

Past Outcomes Fiscal Year 2014-2015		How Does the Outcome Contribute to the Profile of a SC Graduate?
1	Award teachers participating in the teacher of the year program	
2		
3		
4		
5		
6		
7		
8		

Current and Future Outcomes Fiscal Year 2015-16 and beyond		How Does the Outcome Contribute to the Profile of a SC Graduate?
1	Award teachers participating in the teacher of the year program	

7. Program Evaluation

A. Outcomes

Describe methods used to determine the program’s impact. Document measures or evidence collected to demonstrate impact.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ Yes _____ X _____ No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

If the program is cut, teachers would not receive the funding outlined in the proviso at the \$1000, \$10,000 and \$25,000 levels

TEACHER OF THE YEAR

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	\$155,000	\$155,000
General Funds		
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year		
TOTAL:	\$155,000	\$155,000

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	\$153,940	\$155,000
Other: Transfers		
Balance Remaining	\$1,060	
TOTAL:	\$155,000	\$155,000
# FTES:	0	0

EIA Program Report for Fiscal Year 2015-16

Coversheet			
EIA-Funded Program Name	Teacher Quality Commission	Address	

2015-16 EIA Appropriation	\$	2014-15 EIA Appropriation (if program funded last year)	\$372,724
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Program Contacts	(1) Kris Joannes (2) Mary Hipp	Organization	Department of Education
Contact Title	(1) Director- Teacher Effectiveness (2) Director – Educator Services	Address	1429 Senate St.
Contact Phone	(1) 803-734-0443 (2) 803-896-0352	Contact E-Mail	(1) kjoannes@ed.sc.gov (2) mhipp@ed.sc.gov

Description of Program:

The Offices of Educator Services and Educator Effectiveness will collaborate to support rural school districts in recruitment and retention of quality teachers. The Office of Educator Effectiveness is implementing a new teacher evaluation system designed to provide ongoing feedback related to professional practice for teachers of all levels. The mission of this program is to staff every classroom in the state of SC with a quality teacher with knowledge, skills and dispositions to support college and career ready students. The Office of Educator Services works both with traditional teacher preparation programs and alternative teacher preparation programs as well as school districts to support the preparation of qualify teachers.

EIA Program Report for Fiscal Year 2015-16

1. Program History

Please mark the appropriate response. Choose one.

This program:

- was an original initiative of the Education Improvement Act of 1984
- was created or implemented as part of the Education Accountability Act of 1998, as amended through 2014
- has been operational for less than five years
- was funded last fiscal year by general or other state funds
- is a new program implemented for the first time with EIA revenues
- is receiving EIA funds for the first time in 2015-16
- Other (please describe): With the transition to new leadership in the SCDE and increasing efforts to support rural school districts, the program is being refocused to address preparation, recruitment, retention, and effectiveness of beginning teachers in these districts.

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year’s general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:

59-26-10

59-26-20

59-26-30

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015):

Regulation(s):

43-205.1

43-51

43-52

43-53

B. Other Governing Guidelines

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

Yes No

If yes, please describe:

Program Description

The following questions ask for information relevant to the program's goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal:** Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

- To provide regional, ongoing support seminars for new teachers.
- To provide effectiveness coaches to support the SLO process in schools with highest needs.
- To develop comprehensive mentoring programs for new teachers placed in identified pilot schools with high poverty and high needs.
- To assist rural districts in identifying and recruiting local candidates to enter the teaching profession through one of South Carolina's alternative certification pathways.
- To provide training to faculty and staff in traditional teacher preparation programs regarding the needs of rural districts in recruiting and retaining effective teachers and the training these teachers many need at the pre-service level to be effective in rural districts.

4. Strategies

EIA Program Report for Fiscal Year 2015-16

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
Strategy		Progress (completed, in progress, not begun)
1	Due to the transition in leadership at the SCDE, program activities were not conducted during 2014-15.	
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Fiscal Year 2015-16		
Strategy		Progress (completed, in progress, not begun)
1	Developing regional, consortia- based new teacher support seminars.	Not started
2	Assist highest needs schools with developing and supporting release model mentoring models.	Not started
3	Provide effectiveness coaching to teachers in low performing schools with low student growth measures in the 2015-16 school year.	Not started.
4	Assist rural school districts with identifying and recruiting local candidates to enter teaching through the Program of Alternative Certification of Teachers (PACE).	
5	Provide training to faculty and staff in institutions of higher education regarding the needs of rural districts in recruiting and retaining quality teachers and the pre-service preparation needs of these teachers to be effective in rural districts.	
6		
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8		

5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program’s progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

EIA Program Report for Fiscal Year 2015-16

Fiscal Year 2014-15	
Indicator	Progress (completed, in progress, not begun)
1	
2	
3	
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5	
6	
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8	

EIA Program Report for Fiscal Year 2015-16

Fiscal Year 2015-16		Progress (Intended Benchmarks)
Indicator		
1	By August 2016, contracted support personnel will be identified and in place in a host district site.	
2	By October 2016, regional new teacher support seminars will begin, continuing until April 2017	
3	By October 2016, pilot high needs schools will have developed a plan for release model mentoring support for first year teachers.	
4	Beginning November 2016, first year teachers in identified schools will engage in 1X monthly classroom observations and feedback with a mentor.	
5	By August 2016, schedule regional recruitment and information sessions for the Program of Alternative Certification of Educators (PACE) in rural districts.	
6	By October 2016, begin holding regional PACE recruitment and information sessions.	
7		
8		

6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students’ reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

- A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
- B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

Past Outcomes Fiscal Year 2014-2015		How Does the Outcome Contribute to the Profile of a SC Graduate?
1		
2		
3		
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8		

EIA Program Report for Fiscal Year 2015-16

Current and Future Outcomes Fiscal Year 2015-16 and beyond		How Does the Outcome Contribute to the Profile of a SC Graduate?
1	Better support means better rates of recruitment, and retention of high quality educators. Small, rural districts with high poverty are having trouble attracting new teachers and retaining new teachers. Marketing and recruiting will improve with the offer of strong mentoring	Beginning teachers with stronger instructional skills will see stronger student growth scores. These young, well-supported teachers will become the future teacher leaders, supporting others in their buildings as they share their success.
2	Professional development model shifts from train the trainer to one of job-embedded, ongoing with "just in time training". Training capacity is developed across the state creating a sustainable model.	This model supports the type of learning we want teachers to be leading in their classrooms. Through the use of a locally-based, collaborative consortia approach to supporting new teachers we strengthen the delivery of professional development, and the teacher's ability to apply new learning to Their classroom.
3		
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8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

TEACHER QUALITY

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	\$372,724	\$372,724
General Funds		
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year		
TOTAL:	\$372,724	\$372,724

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service		
Contractual Services		\$215,224
Supplies & Materials	\$3,466	\$150,000
Fixed Charges		
Travel		\$7,500
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Transfers		
Balance Remaining	\$369,258	
TOTAL:	\$372,724	\$372,724
# FTES:		

EIA Program Report for Fiscal Year 2015-16

Coversheet			
EIA-Funded Program Name	Teacher Salary Supplement and Fringe	Address	

2015-16 EIA Appropriation	\$145,907,443	2014-15 EIA Appropriation (if program funded last year)	\$143,407,443
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Program Contact	Mellanie Jinnette	Organization	SC Dept of Education
Contact Title	CFO	Address	1429 Senate Street, Room 308
Contact Phone	803-734-3605	Contact E-Mail	mjinnett@ed.sc.gov

Description of Program: Provide funding for teacher salaries and fringe to districts to ensure salaries at paid, based on certificate and years of experience, levels adequate to meet the State Minimum Salary Schedule

EIA Program Report for Fiscal Year 2015-16

1. Program History

Please mark the appropriate response. Choose one.

This program:

- was an original initiative of the Education Improvement Act of 1984
- was created or implemented as part of the Education Accountability Act of 1998, as amended through 2014
- has been operational for less than five years
- was funded last fiscal year by general or other state funds
- is a new program implemented for the first time with EIA revenues
- is receiving EIA funds for the first time in 2015-16
- Other (please describe):

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year’s general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws: 59-20-50(b)

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015):

Regulation(s):

B. Other Governing Guidelines

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

Yes No

If yes, please describe:

Program Description

The following questions ask for information relevant to the program’s goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal:** Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program’s control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

Goals	
1	Provide funding adequate for districts to successfully meet the statewide minimum salary schedule
2	
3	
4	
5	

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
Strategy		Progress (completed, in progress, not begun)
1	Monitor Professional certified staff (PSC) system to ensure proper calculation of the Teacher Salary Supplement (TSS)	completed
2	Provide fringe benefits based on payment of TSS	completed
3		
4		
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7		
8		

Fiscal Year 2015-16		
Strategy		Progress (completed, in progress, not begun)
1	Monitor Professional certified staff (PSC) system to ensure proper calculation of the Teacher Salary Supplement (TSS)	In progress – updated at 135-day
2	Provide fringe benefits based on payment of TSS	In progress – updated at 135-day
3		
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5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program’s progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
Indicator		Progress (completed, in progress, not begun)
1	Teachers were funded based on PCS data	completed
2		
3		
4		
5		
6		
7		
8		

Fiscal Year 2015-16		
Indicator		Progress (Intended Benchmarks)
1	Using teacher experience and certificate levels, funding will be provided after the 135-day of reporting.	Funding for state's 50,000 educators paid on the state minimum salary schedule
2		
3		
4		
5		
6		
7		
8		

6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students' reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

- A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
- B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

Past Outcomes Fiscal Year 2014-2015		How Does the Outcome Contribute to the Profile of a SC Graduate?
1	Teachers paid adequate funding for teachers to meet minimum salary requirements	
2		
3		
4		
5		
6		
7		
8		

Current and Future Outcomes Fiscal Year 2015-16 and beyond		How Does the Outcome Contribute to the Profile of a SC Graduate?
1	Teachers paid adequate funding for teachers to meet minimum salary requirements	
2		
3		
4		
5		
6		

7. Program Evaluation

A. Outcomes

Describe methods used to determine the program's impact. Document measures or evidence collected to demonstrate impact.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ Yes _____ X _____ No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

Program Planning and Fiscal Information

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

If state/EIA funding is reduced, districts would have to meet the requirements of salary schedule using local funds.

TEACHER SALARY SUPPLEMENT FRINGE BENEFITS

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	\$143,407,443	\$145,907,443
General Funds		
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year	\$7,526,552	\$10,129,192.22
TOTAL:	\$150,933,995	\$156,036,635

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	\$140,804,803	\$156,036,635
Other: Transfers		
Balance Remaining	\$10,129,192	
TOTAL:	\$150,933,995	\$156,036,635
# FTES:		

EIA Program Report for Fiscal Year 2015-16

Coversheet			
EIA-Funded Program Name	National Board Certification	Address	

2015-16 EIA Appropriation	\$54,000,000	2014-15 EIA Appropriation (if program funded last year)	\$55,500,000
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Program Contact	Mellanie Jinnette	Organization	SC Dept of Education
Contact Title	CFO	Address	1429 Senate Street, Room 308
Contact Phone	803-734-3605	Contact E-Mail	Mjinnett@ed.sc.gov

Description of Program:	Provide reward funding for teachers achieving National Board Certification		
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EIA Program Report for Fiscal Year 2015-16

1. Program History

Please mark the appropriate response. Choose one.

This program:

- was an original initiative of the Education Improvement Act of 1984
- was created or implemented as part of the Education Accountability Act of 1998, as amended through 2014
- has been operational for less than five years
- was funded last fiscal year by general or other state funds
- is a new program implemented for the first time with EIA revenues
- is receiving EIA funds for the first time in 2015-16
- Other (please describe): funded initially in 1995-96

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year’s general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015): 1A.30; 1A.45;

Regulation(s):

B. Other Governing Guidelines

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

Yes No

If yes, please describe:

Program Description

The following questions ask for information relevant to the program’s goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal:** Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program’s control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

Goals	
1	Provided reward funding for teachers achieving National Board Certification
2	
3	
4	
5	

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

EIA Program Report for Fiscal Year 2015-16

Fiscal Year 2014-15		
Strategy		Progress (completed, in progress, not begun)
1	Provide funding for teachers achieving NBC	completed
2		
3		
4		
5		
6		
7		
8		

Fiscal Year 2015-16		
Strategy		Progress (completed, in progress, not begun)
1	Provided Funding for teachers achieving NBC	In progress
2		
3		
4		
5		
6		
7		
8		

5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program’s progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
Indicator		Progress (completed, in progress, not begun)
1	Provided funding for nearly 6500 teachers who have achieved National Board Certification	completed
2		
3		
4		
5		
6		
7		
8		

EIA Program Report for Fiscal Year 2015-16

Fiscal Year 2015-16		Progress (Intended Benchmarks)
Indicator		
1	Provided funding for nearly 6500 teachers who have achieved National Board Certification	
2		
3		
4		
5		
6		
7		
8		

6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students’ reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

- A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
- B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

Past Outcomes Fiscal Year 2014-2015		How Does the Outcome Contribute to the Profile of a SC Graduate?
1	Provide adequate funding for NBC teachers based on the timing of their certification	
2		
3		
4		
5		
6		
7		
8		

Current and Future Outcomes Fiscal Year 2015-16 and beyond		How Does the Outcome Contribute to the Profile of a SC Graduate?
1	Provide adequate funding for NBC teachers based on the timing of their certification	
2		
3		
4		
5		

7. Program Evaluation

A. Outcomes

Describe methods used to determine the program’s impact. Document measures or evidence collected to demonstrate impact.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ Yes _____ X _____ No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

If funds are reduced, teachers may not receive the funds promised by them completing the National Board process.

NATIONAL BOARD CERTIFICATION

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	\$55,500,000	\$54,000,000
General Funds		
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year		
TOTAL:	\$55,500,000	\$54,000,000

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	\$53,651,383	\$54,000,000
Other: Transfers		
Balance Remaining	\$1,848,617	
TOTAL:	\$55,500,000	\$54,000,000
# FTES:		

EIA Program Report for Fiscal Year 2015-16

Coversheet			
EIA-Funded Program Name	Teacher Supplies	Address	

2015-16 EIA Appropriation	\$13,596,000	2014-15 EIA Appropriation (if program funded last year)	\$13,596,000
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Program Contact	Mellanie Jinnette	Organization	SC Dept of Education
Contact Title	CFO	Address	1429 Senate Street, Room 308
Contact Phone	803-734-3605	Contact E-Mail	mjinnett@ed.sc.gov

Description of Program: provide funds for certified classroom teachers, media specialists and guidance counselors for supplies for classroom/student use

EIA Program Report for Fiscal Year 2015-16

1. Program History

Please mark the appropriate response. Choose one.

This program:

- was an original initiative of the Education Improvement Act of 1984
- was created or implemented as part of the Education Accountability Act of 1998, as amended through 2014
- has been operational for less than five years
- was funded last fiscal year by general or other state funds
- is a new program implemented for the first time with EIA revenues
- is receiving EIA funds for the first time in 2015-16
- Other (please describe): Funding initially funded in mid-2000s

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year’s general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015): 1A.10

Regulation(s):

B. Other Governing Guidelines

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

Yes No

If yes, please describe:

Program Description

The following questions ask for information relevant to the program’s goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal:** Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program’s control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

Goals	
1	Provide supply funding to teachers, media specialists and guidance counselors prior to the arrival at school for each new year.
2	
3	
4	
5	

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

EIA Program Report for Fiscal Year 2015-16

Fiscal Year 2014-15		
Strategy		Progress (completed, in progress, not begun)
1	Funds provided by statutory deadline of July 15th	completed
2	Reconcile program funding after November 30 for teachers hired from July 1 thru Nov 30	completed
3		
4		
5		
6		
7		
8		

Fiscal Year 2015-16		
Strategy		Progress (completed, in progress, not begun)
1	Funds provided by statutory deadline of July 15th	completed
2	Reconcile program funding after November 30 for teachers hired from July 1 thru Nov 30	Not begun
3		
4		
5		
6		
7		
8		

5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program’s progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
Indicator		Progress (completed, in progress, not begun)
1	Provided teacher supplies to approximately 45K by deadline	completed
2		
3		
4		
5		
6		
7		

8		
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Fiscal Year 2015-16		
	Indicator	Progress (Intended Benchmarks)
1	Provided teacher supplies to approximately 45K by deadline	Deadlines met/adequate funding provided based on appropriation and # of teachers.
2		
3		
4		
5		
6		
7		
8		

6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students’ reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

- A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
- B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

	Past Outcomes Fiscal Year 2014-2015	How Does the Outcome Contribute to the Profile of a SC Graduate?
1	Funding provided by deadlines	
2		
3		
4		
5		
6		
7		
8		

	Current and Future Outcomes Fiscal Year 2015-16 and beyond	How Does the Outcome Contribute to the Profile of a SC Graduate?
1	Funding provided by deadlines	
2		
3		
4		
5		

7. Program Evaluation

A. Outcomes

Describe methods used to determine the program’s impact. Document measures or evidence collected to demonstrate impact.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ Yes _____ X _____ No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

If funds are reduced, levels for teachers would be reduced and districts would have to make up the shortage or teachers would not receive funding for supplies

TEACHER SUPPLIES

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	\$13,596,000	\$13,596,000
General Funds		
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year		
TOTAL:	\$13,596,000	\$13,596,000

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	\$13,227,500	\$13,596,000
Other: Transfers		
Balance Remaining	\$368,500	
TOTAL:	\$13,596,000	\$13,596,000
# FTES:	0	0

EIA Program Report for Fiscal Year 2015-16

Coversheet			
EIA-Funded Program Name	Professional Development	Address	1429 Senate Street Columbia, SC 29201

2015-16 EIA Appropriation	\$	2014-15 EIA Appropriation (if program funded last year)	\$
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Program Contact	Anne Pressley	Organization	SDE
Contact Title	Director – Office of Standards and Learning	Address	1429 Senate Street Columbia, SC 29201
Contact Phone	803-734-8574	Contact E-Mail	apressley@ed.sc.gov

Description of Program: EIA Funds are appropriated and expended for professional development for certified instructional and instructional leadership personnel in grades kindergarten through twelve across all content areas. Funds are allocated directly to districts in support of this mission through the Professional Development Program. Funds are also used to support the goals of the Office of Standards and Learning, which focuses on enhancing the capacity of teachers to implement and support standards-based curriculum, instruction, and assessment practices. The Office of Standards and Learning provides educators with an array of multifaceted Professional Learning Opportunities that support public school districts’ integration of all aspects of the Profile of the South Carolina Graduate.

EIA Program Report for Fiscal Year 2015-16

1. Program History

Please mark the appropriate response. Choose one.

This program:

- was an original initiative of the Education Improvement Act of 1984
- was created or implemented as part of the Education Accountability Act of 1998, as amended through 2014
- has been operational for less than five years
- was funded last fiscal year by general or other state funds
- is a new program implemented for the first time with EIA revenues
- is receiving EIA funds for the first time in 2015-16
- Other (please describe):

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year’s general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Proviso: 1A.26.SCE EIA: Professional Development

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015):
General Appropriation Act, 2015, Proviso 1A.26. (SDE-EIA: Professional Development)

Regulation(s):

B. Other Governing Guidelines

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

Yes No

If yes, please describe:

Program Description

The following questions ask for information relevant to the program’s goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal:** Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program’s control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

Goals	
1	Support public school districts’ integration of all aspects of the Profile of the South Carolina Graduate.
2	
3	
4	
5	

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

EIA Program Report for Fiscal Year 2015-16

Fiscal Year 2015-16		
Strategy		Progress (completed, in progress, not begun)
1	Make available appropriate professional learning opportunities aligned with Profile of the South Carolina Graduate to all districts during the 2015-16 academic year.	In progress
2	Develop and share resources and support documents that assist with the implementation of the Profile of the South Carolina Graduate with all districts.	In progress
3	Facilitate the revision of data-driven standards that align with the Profile of the South Carolina Graduate as appropriate.	In progress
4	Model best practices that will support the Profile of the South Carolina Graduate.	In progress
5		
6		
7		
8		

EIA Program Report for Fiscal Year 2015-16

5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program’s progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15	
Indicator	Progress (completed, in progress, not begun)
1	
2	
3	
4	
5	
6	
7	
8	

EIA Program Report for Fiscal Year 2015-16

Fiscal Year 2015-16		
	Indicator	Progress (Intended Benchmarks)
1	<p>.1 Times, dates, and geographic locations of professional learning opportunities that are based on an analysis of needs and prior attendance.</p> <p>.2 Needs assessment administered prior to development of professional learning opportunities as appropriate.</p> <p>.3 Lists of virtual professional learning opportunities to support districts and/or Federal/State Priority and Focus schools unable to attend regional sessions.</p> <p>.4 Evidence of content-specific best practices and appropriate process standards in all Professional Learning Opportunities.</p> <p>.5 Integration of flipped classroom model into professional learning opportunities as appropriate.</p> <p>.6 Ongoing communication with districts regarding district-specific participation in professional learning opportunities.</p>	<p>1.1/1/2 – 100% of PLOs developed based on needs assessment.</p> <p>1.3 – 100% of non-attending districts offered virtual or in-person assistance.</p> <p>1.4 – 100% of PLOs will model content-specific best practices and process standards.</p> <p>1.5 – At least one flipped model per content area per year.</p> <p>1.6 – OSL will evaluate and respond to 100% of district-specific requests and will make recommendations to priority and plaintiff districts on an as-needed basis.</p>
2	<p>.1 Development and support of teams in the creation of resources and support documents.</p> <p>.2 Professional learning opportunities developed around resources and support documents.</p> <p>.3 Field review and revisions of support documents based on feedback.</p>	<p>2.1 – 100% of support documents will be developed by teams.</p> <p>2.2 – 100% of developed support documents and resources will be incorporated into regional and district-specific PLOs.</p> <p>2.3 – Field reviews will be conducted on 100% of support documents.</p>
3	<p>.1 Field reviews of current standards with results communicated with review and revision committee(s).</p> <p>.2 Facilitate standards revisions process by facilitating and recruiting diverse standards review and revision committee(s) to draft revised data-driven standards.</p> <p>.3 Field review of revised standards/edited as appropriate.</p> <p>.4 Approval of revised standards by all legislatively-mandated stakeholders.</p> <p>.5 Dissemination of newly revised standards.</p>	<p>3.1 – 3.5 – 100% of standards revisions will follow the state-prescribed protocol.</p>

EIA Program Report for Fiscal Year 2015-16

4	.1 Evidence of integration of best practices from office, agency, and professional learning experiences as well as peer-reviewed, professional texts in professional learning opportunities and developed resources. .2 Modeling of the use of technology effectively in professional learning opportunities and developed resources.	
5		
6		
7		
8		

6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students’ reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

- A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
- B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

Past Outcomes Fiscal Year 2014-2015		How Does the Outcome Contribute to the Profile of a SC Graduate?
1		
2		
3		
4		
5		
6		
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8		

EIA Program Report for Fiscal Year 2015-16

	Current and Future Outcomes Fiscal Year 2015-16 and beyond	How Does the Outcome Contribute to the Profile of a SC Graduate?
1	<p>. 1 Each content area will provide evidence of how the times, dates, and geographic locations of professional learning opportunities were based on an analysis of needs and prior attendance.</p> <p>. 2 Each content area will provide evidence of needs assessments and how subsequently planned professional learning opportunities were based on results of needs assessments.</p> <p>. 3 Each content area will provide at least one example of a virtual professional learning opportunity that was inclusive of districts and/or Federal/State Priority and Focus schools who were previously unable to attend regional support sessions.</p> <p>.4 Each content area will provide evidence that all professional learning opportunities modeled content-specific best practices and appropriate process standards.</p> <p>.5 Content areas, as appropriate, will provide at least one example of a professional learning opportunity that included a flipped design</p> <p>.6 The OSL Team will compile and distribute district-specific professional learning opportunity participation data with all districts on a biannual basis.</p>	<p>For Outcomes 1 – 4</p> <p>The Profile of a South Carolina Graduate focuses on “World Class Knowledge” defined by “rigorous standards in language arts and mathematics” and “multiple languages, science, technology, engineering, mathematics, STEM, arts, and social sciences.” Prescriptive Professional Learning Opportunities that address teachers’ ability to inform learning in all of these areas directly support the Profile of a South Carolina Graduate.</p> <p>Additionally, “World Class Skills, Life, and Career Characteristics” are directly supported by modeling of best practices in teaching that occur through regional and district-specific Professional Learning Opportunities.</p>
2	<p>. 1 Each content area will provide evidence of at least one support document or resource that was made available to all districts.</p> <p>.2 Each content area will provide evidence of at least one professional learning opportunity that was designed to support districts in their use of the developed support document or resource.</p> <p>.3 Each content area will provide evidence of a field review of the support document and how revisions were based on results of the field review.</p>	

EIA Program Report for Fiscal Year 2015-16

3	<p>.1 Content areas that facilitated standards revisions will provide evidence of a field review of their current content standards and evidence that field review results were communicated with review and revision committee(s).</p> <p>.2 Content areas that facilitated standards revisions process will provide evidence of diverse review and revision committee(s) and successful completion of review and revision processes.</p> <p>.3 Content areas that facilitated standards revisions will provide evidence that the revised standards were vetted through the public review process and edited by revision committee as needed.</p> <p>.4 Content areas that facilitated standards revisions will participate in meetings, as directed, and provide required documentation and presentations to the Education Oversight Committee, State Board of Education, and other legislative groups.</p> <p>.5 Content areas that facilitated standards revisions will post their new standards on their content-specific SCDE webpage and</p>	
4	<p>.1 Through participant feedback surveys, each content area will provide evidence that all professional learning opportunities integrated best practices from office, agency, and professional learning experiences as well as peer-reviewed, professional texts in professional learning opportunities and developed resources.</p> <p>.2 Through participation feedback surveys and resources, each content area will provide evidence that demonstrates appropriate, effective technology integration in all professional learning opportunities and developed resources.</p>	
5		
6		
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8		

7. Program Evaluation

A. Outcomes

Describe methods used to determine the program’s impact. Document measures or evidence collected to demonstrate impact.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ Yes _____ x _____ No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

Program Planning and Fiscal Information

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

PROFESSIONAL DEVELOPMENT

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	\$5,515,911	\$9,515,911
General Funds		
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year		
TOTAL:	\$5,515,911	\$9,515,911

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service (temporary)	\$2,500	
Contractual Services	\$1,259,996	\$1,000,000
Supplies & Materials	\$10,731	\$100,000
Fixed Charges	\$36,234	\$30,000
Travel	\$40,522	\$60,000
Equipment		
Employer Contributions	\$589	
Allocations to Districts/Schools/Agencies/Entities	\$4,133,006	\$8,325,911
Other: Transfers		
Balance Remaining	\$32,334	\$0
TOTAL:	\$5,515,911	\$9,515,911
# FTES:		

EIA Program Report for Fiscal Year 2015-16

Coversheet			
EIA-Funded Program Name	ADEPT	Address	1429 Senate Street Columbia, SC 29201

2015-16 EIA Appropriation	\$873,909	2014-15 EIA Appropriation (if program funded last year)	\$873,909
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Program Contact	Kristin Joannes	Organization	Department of Education
Contact Title	Director	Address	1429 Senate Street Columbia, SC 29201
Contact Phone	803-734-0443	Contact E-Mail	kjoannes@ed.sc.gov

Description of Program:

ADEPT is South Carolina's system for assisting, developing, and evaluating professional teaching. Based on state expectations (i.e., the ADEPT Performance Standards) that are aligned with nationally recognized professional standards, the ADEPT system forms a seamless continuum for educators throughout the entirety of their careers. In addition to applications for classroom-based teachers, the ADEPT system also includes standards and models for assisting, developing, and evaluating special area educators (i.e., school guidance counselors, library media specialists, and speech-language therapists).

EIA Program Report for Fiscal Year 2015-16

1. Program History

Please mark the appropriate response. Choose one.

This program:

- was an original initiative of the Education Improvement Act of 1984
- was created or implemented as part of the Education Accountability Act of 1998, as amended through 2014
- has been operational for less than five years
- was funded last fiscal year by general or other state funds
- is a new program implemented for the first time with EIA revenues
- is receiving EIA funds for the first time in 2015-16
- Other (please describe):

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year’s general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:

- S.C. Code Ann. § 59-26-30(B) (2004)
- S.C. Code Ann. § 59-26-40 (2012)

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015):

- 1A.5. (SDE-EIA: XII.C.2-Teacher Evaluations, XII.F.2-Implementation/Education Oversight)
- 1A.45. (SDE-EIA: Assisting, Developing and Evaluating Professional Teaching -ADEPT)

Regulation(s):

- R 43-205.1. Assisting, Developing, and Evaluating Professional Teaching (ADEPT)

B. Other Governing Guidelines

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

Yes No

EIA Program Report for Fiscal Year 2015-16

If yes, please describe:

Expanded Educator Support and Evaluation System Guidelines (2015)

South Carolina Department of Education ADEPT System Guidelines (2006)

South Carolina Department of Education Induction and Mentoring Program
Implementation Guidelines (2006)

Program Description

The following questions ask for information relevant to the program’s goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal:** Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program’s control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

Goals	
1	ADEPT—South Carolina’s statewide system for Assisting, Developing, and Evaluating Professional Teaching—serves two primary functions: promoting educator effectiveness and providing educator accountability.
2	In addition to the objectives that relate to the ongoing implementation of the ADEPT system, the following objectives have been included in the ADEPT strategic plan: <ul style="list-style-type: none"> ▪ To take the value-added measures for teachers in tested grades and subjects and implement them statewide. ▪ To secure state-wide value-added measures vendor and an online data management and observation rubric system vendor via the Budget and Control Board RFP procurement process. ▪ Train the state to implement Student Learning Objectives as a measure of student growth indicating educator effectiveness for all classroom-based teachers.

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15	
Strategy	Progress
<p>1 <i>ESEA approved Educator Evaluation System:</i> Phase III implementation of our Expanded ADEPT Support and Evaluation System, which included:</p> <ul style="list-style-type: none"> • Plan and develop materials and resources to implement Student Learning Objectives as a measure of student growth for all classroom-based teachers. • Train the state on the use of Student Learning Objectives as a measure of student growth for all classroom-based teachers. • Prepare classroom-based teachers in tested grades and subjects to complete Year 1 roster verification for ESEA mandated value-add test score reporting. 	Completed
<p>2 During fall 2014-15, the Office of Teacher Evaluation conducted regional statewide Introduction to Student Learning Objectives trainings to prepare selected school district and Institution of Higher Education personnel to become familiar with the use of Student Learning Objectives as a measure of student growth for teacher evaluation.</p>	Completed
<p>3 During spring 2015, the Office of Teacher Evaluation developed an online Student Learning Objectives teacher Toolkit to help district, school, and Institutions of Higher Education personnel prepare teachers to write Student Learning Objectives in 2015-16 as a measure of teacher effectiveness.</p>	Completed
<p>4 During summer 2015, the Office of Teacher Evaluation conducted regional statewide Student Learning Objectives Evaluator Trainings to prepare selected school district and Institution of Higher Education personnel to become familiar with the process of evaluating a teacher's Student Learning Objective as a measure of teacher effectiveness.</p>	Completed
<p>5 Reviewed the 2014-15 ADEPT Plans and Assurances submitted by the 31 South Carolina colleges and universities (i.e., institutions of higher education—IHEs) that offer initial teacher preparation programs. Similar to the review process for LEA ADEPT plans, the review process was iterative in nature, with written formative and summative feedback provided to each IHE. IHEs were assisted in revising their plans, if and as needed. At the conclusion of the review process, all 31 IHE 2014-15 ADEPT Plans were approved for implementation.</p>	Completed

EIA Program Report for Fiscal Year 2015-16

6	The Expanded Educator Support and Evaluation System Guidelines demonstrating how South Carolina is meeting the expectations and requirements of Principle 3 of our ESEA Flexibility Waiver request was approved by the State Board of Education on March 11, 2015.	Completed
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Fiscal Year 2015-16		
	Strategy	Progress
1	<p><i>ESEA approved Educator Evaluation System:</i> Phase IV implementation of our Expanded ADEPT Support and Evaluation System, which includes:</p> <ul style="list-style-type: none"> • Plan and develop materials and resources to sustain the use of Student Learning Objectives as a measure of student growth (Version 2 Student Learning Objectives Training). • Develop a stakeholder group to assist with the development/adoption of a new statewide classroom observation rubric to support the Expanded ADEPT Support and Evaluation System. • Plan and develop initial trainings to support implementation of a new classroom observation rubric. • Prepare classroom-based teachers in tested grades and subjects to complete Year 2 roster verification for ESEA mandated value-add test score reporting. 	In progress
2	Plan, develop and establish regional support centers using release model mentoring to support and sustain the Expanded ADEPT Support and Evaluation System in our lowest performing, high priority schools.	In progress
3	Establish a new comprehensive data management system to house educator evaluation data to improve the efficiency and productivity of educator evaluations in South Carolina.	In progress
4	Review AEDEPT Plans and assurances from all public districts and Institutions of Higher Education offering initial teacher preparation programs.	Spring 2016
5	Develop and present 2016-17 Expanded ADEPT Support and Evaluation Guidelines to the State Board of Education for approval.	Spring 2016
6	Develop an Expanded ADEPT Support and Evaluation User Guide to further support districts in their effort to effectively and efficiently implement measures of teacher effectiveness.	Fall 2015

5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program’s progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
Indicator	Progress	
1	During the 2014-15 academic year, a total of 54, 376 educators participated in South Carolina’s system for Assisting, Developing, and Evaluating Professional Teaching (ADEPT) and 96% were reported as having met the required standards.	Completed
2	During the 2014-15 academic year, 3,343 beginning educators received a first year of assistance and support through induction and mentoring programs and diagnostic assistance. Of these educators, 89% met the requirements at the induction-contract level. Also during the 2014-15 academic year, 509 educators received a second year of assistance and support through induction and mentoring programs and diagnostic assistance. Of these, 87% met the requirements at the Induction 2 contract level. Lastly, during the 2014-15 academic year, 22 educators received a third year of assistance and support through induction and mentoring programs and diagnostic assistance. Of these, 91% met the requirements at the Induction 3 contract level.	Completed
3	During the 2014-15 school year, 3,809 teachers were employed at the annual 1 contract level and underwent the ADEPT formal (summative) evaluation process that is required to advance their teaching certificates from the initial to the professional level. Of the teachers who underwent the process for the first time, 89% were successful in meeting the requirements.	Completed
4	The State Board of Education issued temporary certificate suspensions to five annual-contract teachers due to two years of unsuccessful performance on ADEPT formal (summative) evaluations.	Completed

Fiscal Year 2015-16	
Indicator	Progress (Intended Benchmarks)
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6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students’ reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

- A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
- B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

Past Outcomes Fiscal Year 2014-2015		How Does the Outcome Contribute to the Profile of a SC Graduate?
1	State Uses of ADEPT Results. The state collected ADEPT results on every public school teacher in the state, as reported by their employing school districts via a web-based data collection system. This system enabled the state to use performance-based data to determine eligibility for certificate advancement (i.e., initial to professional) and to impose ADEPT-related certificate suspensions on teachers who received two failed evaluations at the annual-contract level.	Ensures South Carolina students receive instruction and guidance from high-quality, effective educators.
2	Local School District Uses of ADEPT Results. Teachers’ ADEPT results helped inform local decisions about employment and contract levels. ADEPT results also helped inform decisions about educators’ professional development needs, on both individual and group bases.	Informs districts of educators’ professional development needs, on both individual and group bases to promote the growth and effectiveness of our educators.

EIA Program Report for Fiscal Year 2015-16

3	<p><i>Uses of ADEPT Results at Institutions of Higher Education.</i> The SCDE provided every teacher preparation program in the state with the ADEPT results for their respective graduates. Each institution then used these results to gauge their program's effectiveness and to inform and guide program changes.</p>	<p>Institutions of Higher Education use these results to gauge their program's effectiveness and to inform and guide program changes necessary to developing effective educators.</p>
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	<p align="center">Current and Future Outcomes Fiscal Year 2015-16 and beyond</p>	<p align="center">How Does the Outcome Contribute to the Profile of a SC Graduate?</p>
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Program Planning and Fiscal Information

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

The last decade has brought a 70% reduction in ADEPT flow-through funding to school districts. Districts must weigh the ever-increasing demands to implement effective, comprehensive, and robust professional support and evaluation systems with their diminished capacity to do so. Continued reductions in funding are likely to result in proportional decreases in the fidelity of implementation—and consequently the impact—of the ADEPT system.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

ADEPT flow-funding to districts serves two purposes:

1. To augment district resources to better support the fidelity of implementation—and the increasing requirements—of the ADEPT system for supporting and evaluating teacher effectiveness.
2. To provide a mechanism for enforcing the implementation of the ADEPT system. According to Regulation 43-205.1, the State Board of Education may withhold ADEPT funds from school districts and institutions of higher education that fail to implement and report on the ADEPT program. Unfortunately, the reductions in ADEPT flow-through funding have increasingly diminished the impact of this provision.

Final ADEPT Results

2014–15

The following charts summarize the 2014–15 ADEPT evaluation results for teachers¹ at each contract level. Because ADEPT evaluation requirements are not prescribed for teachers employed under a letter of agreement, their ADEPT results are not included in this report. As information, **a total of 54,376 teachers employed during the 2014–15 academic year**. Data for this report were submitted electronically by school districts via a web-based application, the ADEPT Data System (ADS).

	<i>Number of Teachers at each Contract Level and Evaluation Outcomes</i>				
Contract Level	Total Number	Met	Not Met	Incomplete	Not Reported
Induction 1	3,343	2,966	128	1,384	115
Induction 2	509	445	36	19	9
Induction 3	22	20	0	1	1
Annual 1	3,809	3,401	135	183	90
Annual 2	1,545	1,376	22	41	106
Annual 3	470	409	6	16	39
Annual 4	134	98	2	8	26
Continuing	43,153	42,644	126	341	42
Letter of Agreement	1,389	719	5	254	411

ADEPT

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	\$873,909	\$873,909
General Funds		
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year		
TOTAL:	\$873,909	\$873,909

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	\$873,909	\$873,909
Other: Transfers		
Balance Remaining		
TOTAL:	\$873,909	\$873,909
# FTES:	0	0

Coversheet			
EIA-Funded Program Name	K-12 Technology Initiative	Address	1429 Senate Street Columbia, S.C. 292011

2015-16 EIA Appropriation	\$ 12,271,826	2014-15 EIA Appropriation (if program funded last year)	\$10,171,826
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Program Contact	Don Cantrell	Organization	SCDE
Contact Title	CIO	Address	1429 Senate Street Columbia, S.C. 292011
Contact Phone	803-734-3287	Contact E-Mail	dcantrell@ed.sc.gov

Description of Program:

The South Carolina K-12 School Technology Initiative was founded in 1996, as part of the General Assembly's proactive approach to addressing technology infrastructure, connectivity and education in schools throughout the Palmetto State. The Initiative – steered by a public/private partnership that includes the SC Division of Technology, SC Department of Education, SC Education Oversight Committee, SC Educational Television, SC State Library and the private sector represented by AT&T and the SC Telecommunications Association – guides the distribution of funds appropriated by the Governor and General Assembly. These funds collectively help to meet our schools' needs for software, hardware, connectivity, digital content, instructional technologies and professional development opportunities.

1. Program History

Please mark the appropriate response. Choose one.

This program:

- was an original initiative of the Education Improvement Act of 1984
- was created or implemented as part of the Education Accountability Act of 1998, as amended through 2014
- has been operational for less than five years
- was funded last fiscal year by general or other state funds
- is a new program implemented for the first time with EIA revenues
- is receiving EIA funds for the first time in 2015-16
- Other (please describe): Legislative Proviso in 1996

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year’s general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:
Proviso 89.33: School Technology Initiative

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015):

Regulation(s): N/A

B. Other Governing Guidelines

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

Yes No

If yes, please describe:

Program Description

The following questions ask for information relevant to the program's goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal:** Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

Goals	
1	Facilitate the infusion of technology into SC public schools.
2	Network connectivity (E-Rate matching funds), ERate Field Training & Security Projects
3	Support of DISCUS online reference and research portal
4	Video Digitization, ETV Video-On-Demand StreamlineSC, ETV/ITV Teacher Institutes
5	Distribution to Schools (when funding is available)

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
Strategy		Progress (completed, in progress, not begun)
1	Training and marketing teachers' classroom usage of the statewide video-on-demand system, StreamlineSC;	In progress
2	State's required matching funds for e-Rate, which provides Internet access for all schools and districts	In progress
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Fiscal Year 2015-16		
Strategy		Progress (completed, in progress, not begun)
1	Continue providing training for teachers' classroom usage of the statewide video-on-demand system, StreamlineSC	In progress
2	Expand e-Rate supported connectivity services for schools and districts as a result of additional funds.	In progress
3	Expand on Information Security services and solutions offered to schools and districts through the partnership of the K12 Initiative and the state's Division of Information Security.	In progress
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5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program's progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
Indicator		Progress (completed, in progress, not begun)
1	Funds provided for infrastructure enhancement for 1:1 and wireless instructional practices.	In progress
2	Virtual courses support for public, private, home-schooled, and adult education students middle and high school students funded by legislation	In progress
3	Increase awareness, experience, and technical support for Information Security Best Practices (Cyber Safety)	In progress
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Fiscal Year 2015-16		
Indicator		Progress (Intended Benchmarks)
1	South Carolina currently has 100% ample Internet bandwidth via public schools, 99% of individual school locations (WAN) have ample coverage. The remaining 1 % of individual schools without ample WAN coverage (less than 12 mbps) have fiber solutions, except Allendale SD-1 site will be Microwave via ETV, deployments in progress.	In progress of enhancing sites. Allendale is on hold pending decision of the School Board as to the disposition of the school remaining open in the future.
2	Renewal of multi-year funding/support for StreamLineSC	In progress
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6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students' reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

- A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
- B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

Past Outcomes Fiscal Year 2014-2015		How Does the Outcome Contribute to the Profile of a SC Graduate?
1	Educators and students are increasingly using multimedia	"Communication, Information, & Technology"
2	In 2014-15, VirtualSC served 39,364 student enrollments and eLearningSC served over 2,000 educators with a 94% success rate.	"Knowing how to Learn"
3	As a result of contract negotiations for network connectivity, more bandwidth was made available to individual school locations having 1,000+ students at no additional cost to the LEAs. Public libraries WAN Network funded baseline increase from 20 Mbs up to 50 Mbs.	"Communication, Information, & Technology"
4	Implemented additional cyber security prevention training programs and services to assist with ensuring safe Internet access for school districts statewide; IT Security Training & Certifications, Internet Protection Services.	"Communication, Information, & Technology"
5	Implemented the installation of fiber optic cable between more than 14 school district locations.	"Communication, Information, & Technology"
6	StreamlineSC includes over 7,000 local resources (videos, audio clips, syllabi, etc) available from ETV, the State Department of Education and Local School Districts. Schools have access to a 23,000+ high-resolution image library, 26,000+ encyclopedia articles, an interactive quiz center, pre-produced classroom activities, tests, and teachers' guides.	"Critical Thinking and problem solving" "Knowing how to learn" "Communication, Information, & Technology"
7		
8		

Current and Future Outcomes Fiscal Year 2015-16 and beyond		How Does the Outcome Contribute to the Profile of a SC Graduate?
1	Increased the minimum (funded) Internet Access for unique public school entities (Charter, Governor School, CATE/Vocational) from 10 Mbs to 30 Mbs and 50 Mbs tiers.	“Communication, Information, & Technology”
2	Approved offering Information Security Training for district Staff, DDOS protection services, and continued security monitoring.	“Communication, Information, & Technology”
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7. Program Evaluation

A. Outcomes

Describe methods used to determine the program’s impact. Document measures or evidence collected to demonstrate impact.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ Yes _____ X _____ No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

An internal evaluation was conducted and an annual Progress Report to the Legislature was produced for the 2013-14 year. It is available online at <https://sck12techinit.sc.gov/content/publications>

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

TECHNOLOGY

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	\$10,171,826	\$12,271,826
General Funds		
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year	\$752,376	\$886,238
TOTAL:	\$10,924,202	\$13,158,064

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service		
Contractual Services		\$1,530,000
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	\$10,037,964	\$11,628,064
Other: Transfers		
Balance Remaining	\$886,238	
TOTAL:	\$10,924,202	\$13,158,064
# FTES:		

EIA Program Report for Fiscal Year 2015-16

Coversheet			
EIA-Funded Program Name	Transportation	Address	1429 Senate Street Columbia SC 29201

2015-16 EIA Appropriation	\$12,575,684	2014-15 EIA Appropriation (if program funded last year)	\$12,575,684
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Program Contact	Bill Tindal	Organization	SCDE-Transportation
Contact Title	Business Director	Address	1429 Senate Street Columbia SC 29201
Contact Phone	803-734-8252	Contact E-Mail	btindal@ed.sc.gov

Description of Program: Transportation EIA funding for Fuel.

1. Program History

Please mark the appropriate response. Choose one.

This program:

- was an original initiative of the Education Improvement Act of 1984
- was created or implemented as part of the Education Accountability Act of 1998, as amended through 2014
- has been operational for less than five years
- was funded last fiscal year by general or other state funds
- is a new program implemented for the first time with EIA revenues
- is receiving EIA funds for the first time in 2015-16
- Other (please describe):

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year’s general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws: **SECTION 59-67-420**

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015): **1.21**

Regulation(s): **1.21. (SDE: Buses, Parts, and/or Fuel) Funds appropriated for other operating in program X.B. - Bus Shops and funds appropriated in X.C. - Buses may be used to purchase buses, fuel, parts, or other school bus related items. All funds appropriated for bus fuel, parts/supplies, maintenance, and bus purchases may be carried forward from the prior fiscal year and expended in the current fiscal year to support bus transportation services.**

B. Other Governing Guidelines

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

Yes No

If yes, please describe – **The Department of Transportation is responsible for maintaining fleet of buses, vehicles and a boat that transport the children of South Carolina to and from school. This money is used for purchasing fuel.**

Program Description

The following questions ask for information relevant to the program’s goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal:** Overall purpose or long-term outcome of the program. **-The goal of the Office of Transportation is to provide student transportation services in the safest and most cost effective manner possible.**
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved. **–The constant monitoring of safety record and costs associated with providing service. Some examples of this process were providing training, recruiting efforts being made, technical assistance services and monitoring services.** Implement policies, anti-idling to assist fuel, reduce cost of fuel and reduce particulates in school loading zones.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials. **Transportation uses anti-idling devices, GPS, and routing technology.**
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps. **Audit routing to effectively reduce fuel usage and unnecessary mileage.**
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered. **Per mile fuel usage and tire replacement reduces mileage by routing. The tire management program, GPS and routing technology are also key indicators.**
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program’s control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable. **– Reduce fuel usage, reduce particulates in school zones, and continue use of GPS mapping programs to reduce fuel.**
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program. **The unknown cost of fuel and demand.**

3. Goals

What are the primary goals of the program?

Goals	
1	Reduce Fuel usage
2	Reduce Particulates in school zones
3	Anti-idling polices to reduce fuel
4	
5	

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available. **The strategies for 15-16 are the same as 14-15**

EIA Program Report for Fiscal Year 2015-16

Fiscal Year 2014-15	
Strategy	Progress (completed, in progress, not begun)
1	
2	
3	
4	
5	
6	
7	
8	

Fiscal Year 2015-16	
Strategy	Progress (completed, in progress, not begun)
1	Implement Anti-idling Polices to reduce fuel In progress
2	Reduce particulates in school loading zones In progress
3	Use of GPS mapping programs to reduce fuel In progress
4	Audit routing to reduce fuel and unnecessary mileage In progress
5	
6	
7	
8	

5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program’s progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15	
Indicator	Progress (completed, in progress, not begun)
1	Tire managing programs In progress
2	GPS In progress
3	Routing Technology In progress
4	
5	
6	
7	
8	

EIA Program Report for Fiscal Year 2015-16

Fiscal Year 2015-16	
Indicator	Progress (Intended Benchmarks)
1	
2	
3	
4	
5	
6	
7	
8	

6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students’ reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

- A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
- B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

Past Outcomes Fiscal Year 2014-2015		How Does the Outcome Contribute to the Profile of a SC Graduate?
1	Reduce Fuel usage	
2	Reduce particulates in school loading zones	
3	Use of GPS mapping programs to reduce fuel	
4		
5		
6		
7		
8		

Current and Future Outcomes Fiscal Year 2015-16 and beyond		How Does the Outcome Contribute to the Profile of a SC Graduate?
1	Reduce Fuel usage	To provide students with more time in the classroom and less time on the bus.
2	Reduce particulates in school loading zones	To protect students from hazardous fumes and to provide a healthy environment.
3	Use of GPS mapping programs to reduce fuel	To reduce the downtime and provide student more time in the classroom

7. Program Evaluation

A. Outcomes

Describe methods used to determine the program’s impact. Document measures or evidence collected to demonstrate impact. Maintained 5,640 school buses, 404 service vehicles and 1 boat. The Office of Transportation used funds for bus fuel.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program? **The continue usage of GPS mapping programs will reduce fuel, reduce the particulates in school loading zones, per mile fuel usage, tire replacement and reduce mileage by route auditing.**

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ x _____ Yes _____ No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?
July 2015
It was an internal evaluation of pupil injuries and cost per mile.

If yes, please provide documentation of the evaluation (URL link, electronicversion, or hard copy) to the EOC.

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools. **The reduction of funds would cause the program to not track fuel usage to determine the indicators used to reduce fuel. The cost would have to be absorbed in other areas of the budget.**

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools. **We would not be able to track fuel and reduce the particulates in school loading zones. We are charged with providing student transportation, regardless of the challenges.**

TRANSPORTATION

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	\$12,575,684	\$12,575,684
General Funds		
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year		
TOTAL:	\$12,575,684	\$12,575,684

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Transfers		
Fuel	\$11,969,630	\$12,575,684
Balance Remaining	\$606,054	
TOTAL:	\$12,575,684	\$12,575,684
# FTES:		

**RURAL TEACHER INCENTIVE-Center for Teacher Recruitment,
Retention and Advancement (CERRA)**

Please refer to the CERRA EIA Program Report
behind Tab 35: Page 14 in “Expenditures, 2014-15
Actual, 2015-16 Estimated”

and

Page 3 of 18 in the CERRA 2014 Annual Report.

EIA Program Report for Fiscal Year 2015-16

Coversheet			
EIA-Funded Program Name	Education Oversight Committee (EOC)	Address	PO Box 11867 Columbia, SC 29211

2015-16 EIA Appropriation	\$1,793,242	2014-15 EIA Appropriation (if program funded last year)	\$1,643,242
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Program Contact	Melanie D. Barton	Organization	EOC
Contact Title	Executive Director	Address	PO Box 11867 Columbia, SC 29211
Contact Phone	(803) 734-6148	Contact E-Mail	mbarton@eoc.sc.gov

Description of Program:

The EIA appropriation funds the operation of the Education Oversight Committee (EOC), a state agency charged with implementing the state’s accountability system for K-12 public education. In addition the EOC, evaluates education programs, identifies private schools eligible to participate in the Educational Credit for Exceptional Needs Children Program, and other functions as directed by the General Assembly and Governor.

EIA Program Report for Fiscal Year 2015-16

1. Program History

Please mark the appropriate response. Choose one.

This program:

- was an original initiative of the Education Improvement Act of 1984
- was created or implemented as part of the Education Accountability Act of 1998, as amended through 2014
- has been operational for less than five years
- was funded last fiscal year by general or other state funds
- is a new program implemented for the first time with EIA revenues
- is receiving EIA funds for the first time in 2015-16
- Other (please describe):

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year’s general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:
Chapter 18 of Title 59 of the South Carolina Code of Laws – approval and cyclical review of state standards and assessments; establishment of annual state report card format; criteria for establishing school and district performance ratings, etc. Section 59-6-10 (EOC General Objectives) Section 59-6-110 (Duties of Accountability Division) Section 59-18-1700 (Public Awareness Campaign) Section 59-18-190, 59-18-200, 59-28-210 and 59-18-900 (Parental Involvement in Their Children’s Education Act) – parent survey and analysis of programs as well as development of parent friendly standards Section 59-26-29(j) – Evaluation of SC Teacher Loan Program Act 200 of 2014 – Recommend joint state and federal accountability system Act 289 of 2014 – Annual Report Card on Military-Connected Children Act 287 of 2014 – Early Readiness Domains

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015):
Proviso 1.3. – Reporting on Per Pupil Expenditures Provisos 1.66., 1A.31. – Evaluation of Child Development Education Pilot Program Proviso 1.67. – Evaluation of Community partnerships focused on improving reading Proviso 1.78. - SC Community Block Grants for Education Pilot Programs Proviso 1.85. – Teacher Salary Schedule Structure Task Force Proviso 1.92., 1A.80. – Education Pilot Program (\$2.0 million) allocation Proviso 1A.8. – Disbursement of EIA revenues Proviso 1A.12. –EOC may collect and retain revenues Proviso 1A.13. – Technical Assistance

Program Description

The following questions ask for information relevant to the program’s goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal:** Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program’s control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program? The mission of the EOC is to affect the dramatic, results-based and continuous improvement of South Carolina’s educational system by creating a truly collaborative environment of parents, educators, community leaders, and policymakers.

Goals	
1	Achieve continuous and dramatic improvement in public education
2	Evaluate effectiveness of public education programs
3	Increase number of stakeholders aware of and engaged in improving children's educational achievement
4	Identify schools eligible to participate in the Educational Credit for Exceptional Needs Children Program

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

EIA Program Report for Fiscal Year 2015-16

Fiscal Year 2014-15		
Strategy		Progress (completed, in progress, not begun)
1	Design and implement a revised state report card for 2015 and 2016	Completed
2	Adopt new College and Career Ready Standards in English language arts and mathematics to replace Common Core State Standards	Completed
3	Document South Carolina's progress toward 2020 Vision	In Progress
4	Decrease number of at risk schools from 42 in 2014 to 0 by 2020	In Progress
5	Increase the on-time high school graduation rate from 80.1% in 2014 to 88.3% by 2020	In Progress
6	Increase percentage of 4th grade students scoring Basic and above on NAEP reading from 60% in 2013 to 95% by 2020	In Progress (Results to be released in November 2015)
7	Increase percentage of 8th grade students scoring Basic and above on NAEP reading from 73% in 2013 to 95% by 2020	In Progress (Results to be released in November 2015)
8	Released annual reports on: (1) Full-Day 4K; (2) Achievement of Military-Connected Children; (3) SC Teacher Loan Program; and (4) EIA budget and proviso recommendations for FY2015-16	Completed
9	Create and provide parent-friendly brochures explaining new state standards and assessments to teachers, students and families	Completed
10	Secure through State Procurement System a vendor to conduct at least three district cost efficiency studies and provide results to General Assembly	Completed

Fiscal Year 2015-16		
Strategy		Progress (completed, in progress, not begun)
1	Recommend to General Assembly and Governor steps to merge state and federal accountability systems and to provide greater public accessibility to school and district data	In Progress
2	Engage 800 public primary, elementary, and middle schools in <i>Read Your Way to the Big Game</i> Reading Contest	In Progress
3	Evaluate summer reading camp partnerships	Completed
4	Evaluate community education block grants awarded in prior school year	In Progress
5	Implement Community Education Block Grants focused on improving quality of early childhood education	In Progress
6	Assist House and Senate task forces in providing research and data on issues related to the Abbeville equity lawsuit	In Progress
7	Evaluate: (1) Full-Day 4K; (2) Achievement of Military-Connected Children; (3) SC Teacher Loan Program; (4) Parent Survey Results; and (5) EIA budget and proviso recommendations for FY2016-17	In Progress

EIA Program Report for Fiscal Year 2015-16

8	In collaboration with SC Department of Education, create and provide online parent-friendly standards for new SC College and Career Ready Standards in English language arts and mathematics	In Progress
9	Increase the on-time high school graduation rate from 80.1% in 2014 (high school graduation rate for 2015 not released until November of 2015) to 88.3% by 2020	In Progress
10	Survey district personnel and classroom teachers to determine types of assessments administered during school year 2014-15	In Progress
11	In collaboration with Inspector General and South Carolina Department of Education, report on the programs and services provided by John de la Howe	In Progress

5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

In Fiscal Year 2014-15, what were the indicators of the program’s progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
	Indicator	Progress (completed, in progress, not begun)
1	Over 55,000 copies of <i>Student Reading Success Activity Guide</i> printed and distributed statewide to summer reading camps, public schools, county libraries, United Ways, Save the Children, etc.	Completed
2	Kindergarten Readiness Assessment Framework designed and submitted to General Assembly and State Board of Education, June 2015	Completed
3	Distributed to 1,200 schools and 82 districts electronic flyers explaining new state assessments (ACT Aspire, WorkKeys, and The Act) to parents, teachers and students	Completed
4	EOC staff personally engaged 572 individuals (teachers, parents, curriculum specialists, superintendents, instructional leaders, local school board members, community leaders, etc.) in discussions on work of EOC (accountability, improving achievement, etc.)	Completed
5	High School Graduation rates for 2015 and the 2015 NAEP scores will be released in November	In Progress
6	89 schools identified as eligible to participate in the Educational Credit for Exceptional Needs Children Program	Completed
7	Four district efficiency reviews conducted which documented non-instructional savings of approximately \$11.0 million over 5 years	Completed

EIA Program Report for Fiscal Year 2015-16

Fiscal Year 2015-16		
Indicator		Progress (Intended Benchmarks)
1	To date, 439 public primary, elementary & middle schools participating in <i>Read Your Way to the Big Game</i> ; EOC will also document and report on number of students participating in contest and number of books read	Anticipated 300 schools to participate
2	Increase number of stakeholders engaged with EOC staff and committees in improving accountability and public education from 572 in prior fiscal year	At least 750 stakeholders to participate
3	101 schools identified as eligible to participate in the Educational Credit for Exceptional Needs Children Program	Increase of 13%
4	High School Graduation rates for 2015 and the 2015 NAEP scores will be released in November of 2015	To be released
5	Measuring Career Readiness of 11 th Grade Students in SC in 2014-15 88% of 11 th graders received National Career Readiness Certificate of Bronze or better. 63% received Silver or better, deemed by most states to be Career Ready	First year of assessment

6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students’ reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

- A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
- B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

Past Outcomes Fiscal Year 2014-2015		How Does the Outcome Contribute to the Profile of a SC Graduate?
1	2015 NAEP scores will be released in November of 2015 along with The ACT and ACT Aspire scores from school year 2014-15	Achievement on these assessments reflects World Class Knowledge of students and percentage of 11 th graders who have met college benchmarks on ACT
2	WorkKeys scores from 2014-15 documented two-thirds of students earned a Silver or better National Career Readiness Certification	Silver or better is viewed by many as “career ready.” Profile of a SC Graduate supports every child being ready for college, career and citizenship
3	High School Graduation rates for 2014-15 will be released in November	High school graduation is precursor to being college, career and citizenship ready

EIA Program Report for Fiscal Year 2015-16

4	Partnered with Hope Lab and two elementary schools to use brain research and an assessment tool, <i>Brain Games</i> , to help teachers and students with class management. The tool is designed to help students develop executive functions of self-regulation and focus.	To improve World Class Skills of students
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Current and Future Outcomes Fiscal Year 2015-16 and beyond		How Does the Outcome Contribute to the Profile of a SC Graduate?
1	New state assessments will be procured this fall and implemented in 2015-16. These assessments will be used in single accountability system	To measure World Class Knowledge
2	Creation of single accountability system that measures key components of the Profile of a SC Graduate	Focused on: World Class Knowledge, World Class Skills, World Class Opportunities and World Class Innovation
3	Incorporation of Vision 2020 into joint accountability system	To promote World Class Knowledge
4	Expanding partnership with Hope Lab and Brain games to an additional school and to expand research to improve effectiveness of the tool	To improve World Class Skills among students

7. Program Evaluation

NOTE: Since the EOC is an agency and not a program, answers to questions about outcomes and implementation are noted together below.

A. Outcomes

Describe methods used to determine the program's impact. Document measures or evidence collected to demonstrate impact.

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

The EOC's mission is "to affect the dramatic, results-based and continuous improvement of South Carolina's educational system by creating a truly collaborative environment of parents, educators, community leaders, and policymakers." The agency in 2009 adopted the following vision for South Carolina's educational system:

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

The attainment of this goal is reported annually using progress toward three-year achievement (i.e. expectations specified for 2011, 2014, 2017 and 2020) for: reading proficiency, high school graduation, preparedness for post-high school success, and number of schools rated At Risk. ACT Aspire replaced PASS in school year 2014-15; however, the results of ACT Aspire have not been released. The National Assessment of Educational Progress (NAEP) data will be released in October of 2015. The following chart documents the progress to date. Data in ***bold italics and underlined*** denote achievement that met or exceeded expectations.

Target	2009 Actual	2010 Actual	2011 Actual	2012 Actual	2013 Actual	2014 Actual	2015 Actual	2017 Target	Vision 2020
PASS, Reading, grade 3	78	80.7	80.0	80.3	82.9	78.9		90	95
Target: African American	67.1	70.9	68.5	68.6	73.5	67.3		87.1	95
Hispanic	67.8	74.5	<u>73.6</u>	73.7	77.1	71.4		87.1	95
White	86.5	87.9	<u>87.9</u>	88.4	89.3	87.3		92.7	95
Non-Subsidized	89.8	91.1	<u>91.0</u>	91.8	<u>92.7</u>	91.5		93.8	95
Subsidized Meals	69	73.6	72.4	72.6	76.3	71.0		87.6	95
With disabilities	48.4	50.2	45.9	45.2	49.1	44.2		82.2	95
Without disabilities	81.8	85.4	<u>85.1</u>	85.6	<u>87.7</u>	84.5		91	95
PASS, Reading, grade 8	67.5	63.7	67.8	69.8	67.4	67.3		87.9	95

EIA Program Report for Fiscal Year 2015-16

Target	2009 Actual	2010 Actual	2011 Actual	2012 Actual	2013 Actual	2014 Actual	2015 Actual	2017 Target	Vision 2020
Target: African American	53.8	47.2	51.9	55.1	50.7	51.3		83.4	95
Hispanic	60.6	58.1	64.8	64.0	63.7	62.7		85.4	95
White	79	74.5	77.8	79.5	77.8	77.7		90.4	95
Non-Subsidized	81.9	78.6	81.8	82.9	81.6	81.8		91.5	95
Subsidized Meals	56.7	50.7	55.5	59.2	56.1	56.0		84.7	95
With disabilities	25.3	19.9	22.8	25.3	23.3	23.8		75.7	95
Without disabilities	74.8	69.7	73.7	75.8	73.1	73.5		89.2	95
NAEP, Reading, grade 4	62	No new data	61	No new data	60	No new data	Fall 2015	86	95
Target: African American	53		44		43			83.2	95
Hispanic	49		<u>57</u>		60			82.6	95
White	74		73		72			90	95
Non-Subsidized	77		79		79			89.8	95
Subsidized Meals	49		48		49			82.6	95
With disabilities	34		19		20			75	95
Without disabilities	65		67		66			86.6	95
NAEP, Reading, grade 8	69		72		73	No new data	Fall 2015	88.2	95
Target: African American	52		56		58			84	95
Hispanic	70		69		70			88.4	95
White	79		<u>82</u>		82			91	95
Non-Subsidized	81		<u>83</u>		86			91.4	95
Subsidized Meals	56		61		62			84	95
With disabilities	34		30		27			78.2	95
Without disabilities	71		<u>75</u>		78			88.6	95
On-time Graduation	73.7	72.1	73.6	74.9	77.5	80.1		84.5	88.3
Target: African American	69.1	68.0	69.7	71.2	74.5	76.3		82.7	88.3
Hispanic	68.3	62.6	68.5	69.3	74.3	77.1		82.7	88.3
White	77.1	75.5	76.8	78.1	79.8	83.1		85.7	88.3
Non-Subsidized	80.2	78.1	79.4	81.3	<u>84.3</u>	<u>87.4</u>		85.8	88.3
Subsidized Meals	65.2	64.9	67.0	68.3	70.5	72.7		82	88.3
With disabilities	42.9	45.1	38.4	40.3	43.1	43.3		75.7	88.3
Without disabilities	77.3	74.7	77.2	79.0	81.6	84.6		85.3	88.3
Preparedness for Postsecondary Success (High school completers enrolled in two or four-year colleges and technical schools)	2008 data 67.1%	2009 data 65.8%	2010 data 65.9%	2011 data 66.0%	2012 data 67.4%	2013 Data 68.6% *			
Schools Rated at Risk	83	69	69	61	47	42			0

* **Note:** If students enrolled in technical college certificate programs are included, the percentage increases to 70.3%.

EIA Program Report for Fiscal Year 2015-16

The above data document:

- The on-time graduation rate increased from 77.5 percent in school year 2012-13 to 80.1 percent in school year 2013-14. Data for 2014-15 will be released in November.
- The number of schools rated At-Risk declined from 47 in 2013 to 42 in 2014; and.
- In reading, none of the 2014 target goals were obtained.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ Yes _____ **X** _____ No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

Program Planning and Fiscal Information

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

5% reductions – Reduce all accounts proportionately

10% reductions - Reduce all accounts proportionately

If no additional EIA revenues were appropriated to this program in Fiscal Year 2016-17 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

The agency would not be impacted.

9. Current Program Budget

A. Budget Summary: Complete the budget table(s) below for Fiscal Year 2014-15 and/or 2015-16. If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

10. Recommendations (SDE Administered-Programs DO NOT Complete Question 10-11)

Are there regulatory or statutory changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain.

Are there proviso changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain.

EIA Program Report for Fiscal Year 2015-16

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	\$1,643,242	\$1,793,242
General Funds	\$1,500,000	\$500,000
Lottery Revenues		
Fees		
Other EIA Transfer from SDE	\$262,500	\$2,000,000
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
EIA Transfer Full-day 4K Evaluation	\$300,000	\$300,000
EIA Cash Balance	\$900,000	\$900,000
Carry Forward from Prior Year	\$483,394	\$159,158
TOTAL:	\$5,089,136	\$5,652,400

FY2014-15 transfer from SDE allocated to Quaver Music per Proviso 117.29., and FY2015-16 transfer from SDE for Community Block Grants for Education Pilot Program per Proviso 1A.80.

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service	\$572,979	\$615,600
Contractual Services	\$945,540	\$682,000
Supplies & Materials	\$26,974	\$25,000
Fixed Charges	\$24,880	\$25,000
Travel	\$42,355	\$40,000
Equipment		\$1,000
Employer Contributions	\$161,453	\$165,000
Allocations to Districts/Schools/Agencies/Entities *	\$2,996,639	\$3,900,000
Other: Transfers		
Balance Remaining	\$159,158	\$198,800
TOTAL:	\$4,929,978	\$5,652,400
# FTES:	6.0	6.0

* Allocations to Districts/Schools/Agencies/Entities are \$3.9 million in FY2015-16 and are designated by proviso to go to:

SC Autism Society (Proviso 1A.56.)	\$ 500,000
SC Community Block Grants for Education Pilot Program (Proviso 1A.80)	\$2,000,000
TransformSC (Proviso 1A.64)	\$ 400,000
Low-Achieving Schools (Proviso 1A.62.)	\$ 500,000
Reach Out and Read (Proviso 118.14)	\$ 500,000
	\$3,900,000

EIA Program Report for Fiscal Year 2015-16

Coversheet			
EIA-Funded Program Name	Center for Educational Partnerships	Address	Wardlaw Building 820 Main Street Columbia SC 29208

2015-16 EIA Appropriation	\$715,933	2014-15 EIA Appropriation (if program funded last year)	\$715,933
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Program Contact	Cindy Van Buren	Organization	University of South Carolina
Contact Title	Assistant Dean, College of Education and Director, Center for Educational Partnerships	Address	Wardlaw Building 820 Main St. Columbia, SC 29208
Contact Phone	803-777-6417	Contact E-Mail	vanburec@mailbox.sc.edu

Description of Program: The Center for Educational Partnerships (CEP) at the University of South Carolina College of Education is a consortium that is made up of education programs and initiatives funded under the SC Education Improvement Act of 1984. The following programs come together to form the Center for Educational Partnerships: Middle Grades Initiative (SCMGI), Writing Improvement Network (WIN), Educational Policy Center (SCEPC), School Improvement Council (SC SIC) and Geographic Alliance (SCGA). CEP also has affiliate partners that support the goal to be engaged in partnerships with schools, families and communities to support and sustain quality K-12 education in our state. <http://cedup.org/>

EIA Program Report for Fiscal Year 2015-16

1. Program History

Please mark the appropriate response. Choose one.

This program:

- was an original initiative of the Education Improvement Act of 1984
- was created or implemented as part of the Education Accountability Act of 1998, as amended through 2014
- has been operational for less than five years
- was funded last fiscal year by general or other state funds
- is a new program implemented for the first time with EIA revenues
- is receiving EIA funds for the first time in 2015-16
- Other (please describe):

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year’s general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:
Education Finance Act; Education Improvement Act ; Act 135; Education Accountability Act; Read to Succeed Act
59-20-10; 59-24-50; 59-5-450; 59-26-20; 59-141-10; 59-18-1310; 59-18-900; 59-18-1500; 59-155-140

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015): (If applicable. Please make references to the 2014-15 General Appropriation Act, Act 286 of 2014.) 1A.50. (SDE-EIA: XII.F.2. Educational Partnerships).
The funds provided to the Center for Educational Partnerships at the College of Education at the University of South Carolina are used to maintain a consortium of educational initiatives and services to schools and communities. These initiatives include, but are not limited to, professional development in writing, geography and other content areas; training; research; advocacy; and practical consultancy. The Center will establish collaborative educational enterprises with schools, school districts, parents, communities, and businesses while fulfilling the responsibilities of the School Improvement Council Assistance. The Center will focus on connecting the educational needs and goals of communities to improve efficiency and effectiveness.

Regulation(s): 43-261 relates to shared decision making for SICs in district and school planning

B. Other Governing Guidelines

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

_____ Yes X No

If yes, please describe:

Program Description

The following questions ask for information relevant to the program’s goals, outcomes, and indicators and strategies that help the program reach its goals.

- **Goal:** Overall purpose or long-term outcome of the program.
- **Research/Evidence:** If available, description of relevant research, evidence or best practices that describe how goals of program are achieved.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement proposed program. Describes how program resources will be used in order to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program’s control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

Goals	
1	To make the best possible ideas and resources available to public school educators, families and communities to ensure every child has the opportunity to succeed in school and beyond.
2	To provide timely training and professional development to teachers, schools, families and communities.
3	To establish collaborative educational enterprises with schools and school divisions that support dissemination of research and proven practices , rigorous field trials of promising models, and development and testing of innovative research-based models in collaboration with other state primary educational partners.
4	To develop broad-based partnerships with schools, communities, agencies and businesses for educational impact.

4. Strategies

In Fiscal Year 2014-15, what primary program strategies were implemented to facilitate progress in reaching the goals provided in Question 3? If the strategies have changed from

EIA Program Report for Fiscal Year 2015-16

Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 strategies in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15	
Strategy	Progress
<p>1 Provide Resources:</p> <p>A. SCGA provided teaching materials of the highest-quality that are tailored to state and local curriculum and produced at low-cost. SCGA provided opportunities for direct student involvement in learning experiences that strengthen their knowledge of geographic content. <i>Ex: National Geographic Giant Map Program.</i> SCGA provided new teachers with mentoring, content knowledge, and classroom materials they began their careers.</p> <p>B. WIN continued development of its website to increase awareness of professional development resources. WIN assisted the faculty of the USC Child Development Research Center with age students 4, preparing them for successful transition into the public school system. WIN developed a new brochure for dissemination to schools, educational organizations, and businesses to increase awareness of WIN services and how these services complement the Profile of a South Carolina Graduate.</p> <p>C. SCMGI led Content Area Reading and Writing course review and design.</p> <p>D. SIC provided materials and technical assistance to local SICs statewide in both print and electronic formats, such as SIC Handbooks, informational brochures and other resources, its website, http://sic.sc.gov, its online membership reporting platform “SC-SIC Member Network,” quarterly electronic newsletter “Council News,” its periodic email update “In the Loop,” as well as direct assistance via email, telephone, and face-to-face contact.</p> <p>E. SCEPC developed four-year school climate profiles for the state’s public schools from data in the annual school climate surveys completed by teachers, parents, and students each year as required by the SC Accountability Act.</p>	<p>Completed</p>

EIA Program Report for Fiscal Year 2015-16

2	<p>Provide PD and Training:</p> <p>A. SCGA provided in-service teachers with up-to-date content and best practice pedagogy for geography education. Offerings emphasized technology and cross-disciplinary activities. <i>Example: Alliance Summer Geography Institute.</i> The SCGA provided future teachers with mentoring, content knowledge, and classroom materials as they began their careers. <i>Example: Workshops at Clemson University, USC Aiken</i></p> <p>B. WIN provided 6 workshops for K-12 teachers and administrators focused on rigorous classroom instruction and preparation for state testing. WIN worked in schools and districts across the state providing needed professional development.</p> <p>C. SCMG I led Read to Succeed implementation meetings.</p> <p>D. SIC staff and specially trained local district staff conducted a variety of training sessions for local SIC members across the state. SC-SIC also took the lead in hosting a “Family Academy” half-day Saturday workshop for parents in Marlboro. SC-SIC also serves as the coordinating agency (with assistance from the Office of School Leadership of the SC Department of Education) for the SC Education Policy Fellowship Program (SC-EPFP), a 10-month professional development program for new and emerging leaders interested in sound education policy. SC-EPFP is one of 17 such state sites operating under the auspices of the Institute for Educational Leadership (IEL) in Washington, DC.</p> <p>E. SCEPC provided training an assistance to low-performing schools in the state on the interpretation and use of four-year school climate profiles to assist in school improvement initiatives.</p>	Completed
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FIA Program Report for Fiscal Year 2015-16

3	<p>Disseminate Proven Practices and Research:</p> <p>A. SCGA provided information on best practice pedagogy for geography education. SCGA published four articles in The Geography Teacher, Social Education and Review of International Geographical Education Online (2).</p> <p>B. WIN presented and/or assisted at state and regional conferences – SC Future Minds, Midlands and Winthrop Writing Projects, SCCTE, SCIRA, SCEDA, Share Fair Nation STEAMosphere, SC Middle Schools, SC ELA Coordinators. WIN consultants assisted the SCDE with the SCCCRS and English 1 End of Course test.</p> <p>C. SCMGI prepared reports for Read to Succeed implementation.</p> <p>D. SIC continued its “Engagement for Outcomes” project working with a small group of self-identified SICs in various areas of the state to increase their capacity in goal-setting, strategic planning, and evaluation through ongoing, intensive technical assistance based on the “Getting to Outcomes” model of Dr. Abe Wandersman of the USC Department of Psychology. Additionally, through the work of two temporary part-time staff members, SC-SIC provided needs assessment and support to identified SICs in the CSRA and Pee Dee regions of the state.</p> <p>E. SCEPC provided consultation and research services to educational organizations, schools, districts, and others working on school improvement to assist them in selecting and implementing research-based strategies to increase student achievement.</p>	Completed
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<p>4</p>	<p>Develop Partnerships:</p> <p>A. SCGA worked with the business community to identify key skills needed for workforce development and produces authentic learning environments where geography, especially geospatial technology, is utilized. <i>Ex: Guidance Workshops for Midlands Education and Business Alliance.</i></p> <p>B. Win assisted the faculty of the USC Child Development Research Center with age 4 students, preparing them for successful transition into the public school system. WIN began discussion with ETV concerning help rewriting ELA programs for schools across the state. WIN served on a committee for the proposed Community Teaching Fellows Program focusing on providing apprenticeships in early childhood teaching. WIN developed 2 STEAM units for Columbia City Ballet’s EdOutreach program. Teachers received a K-12 unit offering extension activities tied to viewed performances. WIN Began discussion with ETV concerning help rewriting ELA programs for schools across the state. WIN served on a committee for the proposed Community focusing on providing apprenticeships in early childhood teaching.</p> <p>C. SCMG I Supported the Schools To Watch program of the SC Association of Middle Level Educators. SCMG I provided Read to Succeed implementation support statewide.</p> <p>D. SIC partnered with the Morgridge Family Foundation, SCDE, and Lexington District One on Share Fair Nation. SIC also maintained professional partnerships with the SC School Boards Association, SC School Administrators Association, Palmetto State Teachers Association, SC Education Association, SC Future Minds, SCPTA, and Pro-Parents of SC. SIC staff served in a leadership capacity with the SC Chapter of the National School Public Relations Association (SC/NSPRA). SC-SIC staff conducted specialized goal-setting training from the executive board of SCPTA.</p> <p>E. SCEPC collaborated with SCDE, EOC, districts, schools, educational organizations, and business organizations to provide information on research-based strategies for increasing student achievement and program evaluation consultation.</p>	<p>Completed</p>
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EIA Program Report for Fiscal Year 2015-16

Fiscal Year 2015-16

Strategy	Progress
<p>1 Provide Resources:</p> <p>A. SCGA will continue the same strategies as 2014-2015</p> <p>B. WIN will continue the same strategies as 2014-2015.</p> <p>C. SCMG I will continue the same strategies as 2014-2015.</p> <p>D. SIC continues its efforts in providing meaningful resources and materials to local SIC members statewide. Its website, http://sic.sc.gov, is in the process of undergoing a “refresh” which will make it easier to use with more up-to-date resources. SC-SIC will also be issuing in October an totally new edition of the SIC Handbook focusing more specifically on SIC operations and procedures, and it is in the process of developing a series of online “toolkits” on various topic areas offering information and guidance on such areas as SIC elections, SIC project ideas, and increasing family engagement.</p> <p>E. SCEPC will continue the same strategies as 2014-2015</p> <p>F: CEP overall strategy is to provide any needed resources to low performing schools in SC, working with the Office of School Transformation at SCDE.</p>	<p>In Progress</p>
<p>2 Provide PD and Training:</p> <p>A. SCGA will continue the same strategies as 2014-2015.</p> <p>B. WIN is increasing the number of its workshops for teachers and administrators K-12 from 6 to 8. The focus of the workshops will be implementing the new SC College- and Career-Ready Standards for ELA and new state testing. WIN will continue to provide professional development to schools and districts across the state.</p> <p>C. SCMG I will continue the same strategies as 2014-2015.</p> <p>D. SIC will continue to provide training opportunities to local SIC members through both SC-SIC and local district staff in such areas as SIC Basics, SIC Leadership, Goal Setting, and others. SC-SIC will also be focusing on scheduling training sessions for those districts which have under-utilized SC-SIC training offerings in recent years. Additionally, SC-SIC will be continuing its efforts with the “Family Academy” concept, providing evening and/or half-day weekend sessions for districts in challenged areas of the state (already scheduled are Saluda County and Marion County). SC-SIC continues to provide program coordination of the SC Education Policy Fellowship Program (SC-EPFP) in 2015-16.</p> <p>E. SCEPC will continue the same strategies as 2014-2015</p> <p>F: CEP overall strategy is to provide any needed professional development and training to low performing schools in SC, working with the Office of School Transformation at SCDE.</p>	<p>In Progress</p>

EIA Program Report for Fiscal Year 2015-16

<p>3</p>	<p>Disseminate Proven Practices and Research: A. will continue the same strategies as 2014-2015.</p> <p>B. WIN will continue to support and contribute to agencies such as SC ELA Coordinators, SC Association of School Administrators’ Instructional Leaders Roundtable, and the SC Department of Education. WIN will continue to present and/or assist at state and regional conferences. WIN will continue to support and contribute services to other CEP entities.</p> <p>C. SCMGI will continue the same strategies as 2014-2015.</p> <p>D. SIC will continue its “Engagement for Outcomes” project with a selected group of SICs. While the previous year’s efforts worked with a number of SICs in various sections of the state, the work for 2015-16 will work with SICs in one selected, small school district in order to gauge the project’s efficacy in a systemic fashion.</p> <p>E. SCEPC will continue the same strategies as 2014-2015.</p> <p>F. CEP overall strategy is to revise and maintain the website so that current information, proven practices and research can be located online.</p>	<p>In Progress</p>
<p>4</p>	<p>Develop Partnerships: A. SCGA will continue the same strategies as 2014-2015</p> <p>B. WIN will continue to provide support to the USC Child Development Research Center. WIN will continue its planning with ETV and the rewriting of ELA support materials for schools. WIN will continue to assist in writing STEAM units for teachers involved in Columbia City Ballet’s Ed Outreach Program. WIN will participate in Beaufort County Library’s Big Read Grant. WIN will continue to support the work of the Community Teaching Fellows Program.</p> <p>C. SCMGI will continue the same strategies as 2014-2015.</p> <p>D. SIC will continue its collaborative efforts through the Center for Educational Partnerships (CEP), as well as building upon and leveraging those partnerships already formed with the state’s various education-related agencies and organizations.</p> <p>E. SCEPC will continue the same strategies as 2014-2015.</p> <p>F. CEP overall strategy is to continue partnerships with SC Future Minds by assisting with the partnership conference on October 14, 2015, to partner with Lexington 5 in bringing students and teachers from low performing schools to the Share Fair Nation on November 14, 2015 and to expand other partnerships state wide.</p>	<p>In Progress</p>

5. Indicators

Program indicators are specific, measurable and often quantifiable. Examples include: number of teachers attending professional development, participation and passage rates on AP exams, number of students served in the program.

EIA Program Report for Fiscal Year 2015-16

In Fiscal Year 2014-15, what were the indicators of the program’s progress? If the indicators have changed from Fiscal Year 2014-15 to Fiscal Year 2015-16, describe the 2015-16 indicators in the corresponding table. Please use the most current data available.

Fiscal Year 2014-15		
Indicator		Progress (completed, in progress, not begun)
1	SCGA - Alliance Summer Geography Institute, AP Human Geography Workshop, Geofest Conference, and several professional conferences for more than 700 teachers.	Completed
2	SCGA - Received \$44,000 grant from National Geographic to improve geospatial technology training for teachers. Received \$27,500 grant from National Geographic to support training and programming.	Completed
3	SCGA - Workshops at Clemson, Coastal Carolina, Furman, USC Aiken, Columbia College, and others included more than 250 university students.	Completed
4	SCGA - Developed four online instruction modules to support Atlas of South.	Completed
5	SCGA - National Geographic Bee, Giant Map Program, and GPS programming for more than 1,000 students.	Completed
6	SCGA- Provided guidance workshops for MEBA and participation in STEAMosphere and SC Future Minds meetings.	Completed
7	Approximately 2,374 teachers and administrators were served through WIN initiatives.	Completed
8	WIN conducted 46 workshops related to assessment, standards, incorporating writing in content areas and targeted professional development needs.	Completed
9	WIN presented 22 sessions at state and regional conferences.	Completed
10	WIN offered one-on-one tutoring to students who must take PRAXIS 1 to qualify for student teaching.	In progress
11	WIN provided staff development to the USC Child Development Research Center.	In progress
12	SCMGI supported selection of 14 Schools To Watch Schools	Completed
13	100 teachers trained at SCMLE conference	Completed
14	52 professors attended R2S implementation meetings	Completed

EIA Program Report for Fiscal Year 2015-16

15	SCEPC collaborated with the Office of School Transformation at SCDE to provide four-year climate surveys to the state’s Priority Schools. Climate profiles were also provided to the schools participating in Clarendon 2’s Race to the Top initiative, Lexington 4 schools, and to other schools using climate data in a variety of program evaluation projects.	Completed
16	Training on the interpretation and use of school climate profiles for school improvement was provided to SCDE staff and personnel associated with Clarendon 2’s Race to the Top initiative.	Completed
17	SCEPC’s Director, Dr. Diane Monrad presented the keynote speech on “How Communities Can Attract and Retain Excellent Teachers” at the October state conference of SC Future Minds.	Completed
18	SCEPC staff evaluated Lexington 4’s Summer Reading Project for the third subsequent year and assisted the district in revising the project design to reflect evaluation findings.	Completed
19	In consultation with SCDE staff, SCEPC provided assistance in the design of an evaluation for the state’s summer reading camps and conducted an evaluability assessment to determine the most appropriate evaluation design and selection of evaluation of appropriate instrumentation.	Completed
20	SIC conducted some 25 training sessions on SIC Basics, SIC Leadership, and other topic areas reaching nearly 700 participants statewide.	Completed
21	SIC released three (3) issues of newsletter, “Council News,” and nine (9) issues of periodic email update, “In the Loop,” to SIC membership listserv of nearly 11,000 valid email addresses.	Completed
22	SIC engaged in social media outreach through Facebook (630 Likes) and Twitter (1,882 followers)	Completed
23	SIC staff handled nearly 7,300 technical assistance contacts (telephone, email, face-to-face) from local SIC members, officers, school/district staff, elected officials, and members of the general public. This number includes over 200 contacts made by SC-SIC’s temporary part-time Council Specialists with identified SICs in the CSRA and Pee Dee regions.	Completed
24	Five (5) local SICs were recognized for their outstanding work in FY13-14 as part of SC-SIC’s “Dick and Tunky Riley Award for SIC Excellence” process: Blythewood High SIC, Richland District Two (Riley Award winner); J.L. Mann High SIC, Greenville County Schools; Myrtle Beach Cluster SIC, Horry County Schools; North Augusta High SIC, Aiken County Public Schools; and Rudolph Gordon Elementary SIC, Greenville County Schools.	Completed

EIA Program Report for Fiscal Year 2015-16

25	Five (5) local SICs successfully completed their participation in the “Engagement for Outcomes” project: Fairfield Middle SIC, Fairfield County School District; Mauldin Elementary SIC, Greenville County Schools; Harbison West Elementary SIC, Lexington-Richland District Five; Wallace Elementary-Middle School, Marlboro County School District; and Walhalla Middle School, Oconee County School District.	Completed
26	SIC conducted one (1) CEP “Family Academy” half-day session in Marlboro County with 20 participants, focusing on such topics as understanding education standards, reading with your child, the Read to Succeed Act, home-school communications, and parent engagement.	Completed
27	Eleven (11) professional leaders from across the state were graduated from the SC Education Policy Fellowship Program (SC-EPFP).	Completed

EIA Program Report for Fiscal Year 2015-16

Fiscal Year 2015-16		
	Indicator	Progress (Intended Benchmarks)
1	Alliance Summer Geography Institute, AP Human Geography Workshop, Geofest Conference, and several professional conferences.	Maintain outreach numbers
2	Received \$103,000 grant from US Department of Education to improve geospatial technology training for teachers in Saluda County for 15-16.	Continue to seek additional funding
3	Redeveloping SCGA website to automate event registration and place most curriculum materials online.	Website relaunch in 10/2015
4	WIN will continue to provide professional development services to teachers and administrators in schools and districts across the state by providing workshops tailored to specific school needs, classroom demonstrations, and assistance in developing materials to address rigors of current standards.	Number served
5	WIN will continue to offer centralized workshops for teachers and administrators across the state addressing issues such as standards and preparation for state testing.	Number offered, evaluation surveys
6	WIN will continue to present at state and regional conferences.	Number offered, evaluation surveys
7	WIN will continue to offer PRAXIS I/CORE tutoring.	Number served, pass rate
8	WIN will continue to provide professional development to USC's Child Development Research Center.	Evaluation surveys
9	SCEPC will continue to provide four-year school climate profiles to the state's Priority Schools and other low-performing schools needing assistance with climate issues.	Copies of profiles
10	SCEPC will assist the EOC in developing school climate report card indicators that can be used for the new federal/state accountability system.	Copies of indicators
11	SCEPC will continue to conduct an evaluation of Lexington 4's Summer Reading Program to further assist the district in improving the summer services provided to their students.	Evaluation results
12	SCEPC will provide a variety of data to the EOC and the SCDE to assist in the analysis of data related to the Abbeville lawsuit and the development of strategies to satisfy the November 2014 ruling of the SC Supreme Court.	Data analysis
13	SIC will continue to provide a variety of training offerings to meet the needs of SIC members statewide.	An increase of at least 10% in training sessions and participants reached.
14	SIC will Release quarterly issues of newsletter, "Council News," and issues of periodic email update, "In the Loop," as necessary to SIC membership listserv.	Four (4) issues of "Council News."
15	Continue social media outreach through Facebook and Twitter.	Increase of 10% in audience reach.

EIA Program Report for Fiscal Year 2015-16

16	SIC will continue handling technical assistance contacts (telephone, email, face-to-face) from local SIC members, officers, school/district staff, elected officials, and members of the general public, to include use of temporary part-time Council Specialist assistance (dependent on renewed CEP supplemental funding for this effort.	Maintain or exceed previous year's technical assistance contact numbers and secure CEP funding for Council Specialist position
17	Continue the "Dick and Tunky Riley Award for SIC Excellence" process	Identification of a community/business partner to help sponsor the award.
18	Continue the "Engagement for Outcomes" project	Identify a single, smaller district so that SC-SIC can examine systemic impact of the project.
19	Continue the CEP "Family Academy" effort, to include the possible medication of the effort's format to evening sessions based on the needs of the local district.	Conduct two (2) to three (3) "Family Academy" sessions in partnership with local districts and community service providers.
20	Continue coordination of the SC Education Policy Fellowship Program (SC-EPFP) with assistance of the Office of School Leadership at the SC Department of Education.	Increased number of participants in the program.

6. Outcomes

Outcomes are the changes that have occurred as a result of the program. Examples of outcomes would be positive gains in students' reading ability, changes in the behavior of program participants, or increased knowledge of teachers. Please use the most current data available.

Provide detail about past and future outcomes. Reference the relationship between outcomes and the Profile of a SC Graduate (Attachment B).

- A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15, what did the program accomplish in the prior fiscal year?
- B. **Current and Future Outcomes:** In the future, what should the program accomplish in the current fiscal year and in the future?

EIA Program Report for Fiscal Year 2015-16

Past Outcomes Fiscal Year 2014-2015		How Does the Outcome Contribute to the Profile of a SC Graduate?
1	Evidence of success for SCGA programming to address teacher needs. 1. This professional development opportunity will help me carry out my role more effectively – 100% agree/strongly agree. 2. This professional development opportunity will enhance my ability to support and sustain quality education in South Carolina – 100% agree/strongly agree. 3. My confidence level in teaching this material <i>after</i> this workshop is higher – 99.2% agree/strongly agree. 4. Overall, this was a valuable professional development opportunity – 100% agree/strongly agree.	STEM focus; critical thinking/problem solving; technology; global perspective
2	Evidence of success for SCGA programming to address needs of future teachers: (same questions as above): 1. 100% agree/strongly agree. 2. 100% agree/strongly agree. 3. 98.5% agree/strongly agree. 4. 100% agree/strongly agree.	STEM focus; critical thinking/problem solving; technology; global perspective
3	SCGA Created online map modules; GPS outreach.	STEM focus; critical thinking/problem solving; technology; global perspective
4	WIN served approximately 2,374 teachers and administrators in 34 school districts, the SC School for the Deaf and Blind, Wofford University, the University of South Carolina and at 11 state and regional conferences.	Meeting rigorous standards in language arts and math for career and college readiness
5	Approximately 99% of participants in WIN workshops indicated they agreed with the relevance of the workshops to their needs.	Meeting rigorous standards in language arts and math for career and college readiness.
6	SCMGI will continue to assist with Schools to Watch application and selection process.	Number of applicants, number of school selected.
7	As a result of the provision of four-year school climate profiles and the accompanying training, school leadership teams and technical assistance personnel have discussed and addressed climate issues that may be preventing school personnel and students from accomplishing their performance goals.	Increases the likelihood that students are in a school where world class skills and life/career characteristics can develop.
8	As a result of SCEPC’s evaluation of Lexington 4’s summer program, specific program elements were altered for the summer of 2015 and climate issues in some of the schools were addressed.	Increases the likelihood that students are in a school where world class skills and life/career characteristics can develop.

EIA Program Report for Fiscal Year 2015-16

9	As a result of SCEPC's consultation and evaluability assessment of the SC Summer Camp program, some program implementation elements will be changed and guidance will be provided on appropriate assessment instruments for student selection and evaluation.	Increases the likelihood that students are in a school where world class skills and life/career characteristics can develop.
10	Surveys of SIC Basics training participants completing both a pre-training survey and immediate post-training survey (a sampling of approximately 60% of those trained), demonstrated solid knowledge growth from exposure to the training (based on a 5-point scale): roles of SICs in the school improvement process, 3.39 pre/4.39 post; SIC membership composition, 3.47 pre/4.59 post; importance of the annual SIC "Report to the Parents," 3.67 pre/4.56 post; effective SIC operational practices, 3.32 pre/4.56 post; and important contributions that SIC members can make to their schools, 3.63 pre/4.61 post. Of those surveyed, 95.6% agreed/strongly agreed that the training offering would help them carry out their duties as SIC members, and 94.5% agreed/strongly agreed that were satisfied with the training experience. A year-end online follow up survey (with a sampling of approximately 25% of those completing the surveys referenced above) found that among other data, 89.48% agreed/strongly agreed that the training was useful throughout the year in carrying out their duties as SIC members, and 93.42% agreed/strongly agreed that the services provided to them by SC-SIC were helpful to local SICs.	The work of local SICs in school improvement efforts, particularly relating to their input in their schools' five-year planning process, helps set the stage for the goals of the Profile to be accomplished. Knowledgeable SIC members are required to contribute to this process. The research has shown that parent/community involvement is a key ingredient to school improvement (Dr. Karen Mapp, Harvard University).
9	Outreach efforts through publications and social media increased in FY14-15 over previous years: "Council News" and "In the Loop," reaching nearly 11,000 valid email addresses, versus 8,600 in FY13-14; increased Facebook "likes" of 630 versus 576 in FY13-14; increased Twitter followers of 1,882 versus 1,465 in FY13-14.	Increases demonstrate a greater interest in the education-related topics and issues shared through these vehicles. Such interest can translate to greater awareness and support of the goals set forth through the Profile.
10	Local SIC membership reporting compliance (as required by statute) through the online "SC-SIC Member Network" has increased in the last five year to over 90% (of 1,138 reporting SICs) from 74%.	This increase demonstrates and increased awareness and commitment of local schools to comply with state law regarding SIC membership. Such awareness and commitment can translate to increased efforts of SICs to contribute to the welfare and success of their schools and students, cultivating a positive environment supporting the goals of the Profile.

EIA Program Report for Fiscal Year 2015-16

* Because test data was not available to us at the time of this report, that information is not included.

	Current and Future Outcomes Fiscal Year 2015-16 and beyond	How Does the Outcome Contribute to the Profile of a SC Graduate?
1	All CEP partners will continue to focus outcomes on the goals of CEP with emphasis on contributing to the Profile of a SC Graduate.	
2	WIN will continue to provide professional development services to teachers and administrators in schools and districts across the state by providing workshops tailored to specific school needs, classroom demonstrations, and assistance in developing materials addressed to rigors of current standards.	Meeting rigorous standards in language arts and math for career and college readiness.
3	WIN is creating support materials aligned to SC College- and Career-Ready English Language Arts Standards	Assistance in delivering instruction to meet rigorous standards in language arts and math for career and college readiness. Provides assistance in offering strategies to foster critical thinking and problem solving; communication, information, media and technology; and knowing how to learn.
4	WIN is increasing involvement in early learning (PK-3) programs.	Assistance in delivering instruction to meet rigorous standards in language arts and math for career and college readiness. Provides assistance in offering strategies to foster critical thinking and problem solving; communication, information, media and technology; and knowing how to learn.
5	SCEPC will continue to develop four-year school climate profiles and assist schools in using the profiles for school improvement.	Increases the likelihood that students are in a school where world class skills and life/career characteristics can develop.
6	SCEPC will develop school climate indicators for inclusion on the state's new report card.	Increases the likelihood that students are in a school where world class skills and life/career characteristics can develop.
7	SCEPC will develop analyze a variety of school indicators to assist the policymakers in developing strategies to respond to the SC Supreme Court's November 2014 ruling in the Abbeville finance lawsuit.	Increases the likelihood that students are in a school where world class skills and life/career characteristics can develop.
8	Lexington 4 will continue to improve the provision of summer reading services to their students.	Increases the likelihood that students are in a school where world class skills and life/career characteristics can develop.

EIA Program Report for Fiscal Year 2015-16

9	The work of SC-SIC will continue to carry-out and improve upon efforts related to the outcomes previously listed (as well as others which may be developed along the way) to provide meaningful and effective training, resources, assistance, and support of the state’s local SICs in accomplishing the tasks which are required of them under state law.	The vision of SC-SIC is “to promote and support civic engagement for quality public education in South Carolina.” Its mission is to “facilitate meaningful parental and community involvement in our state’s public schools by providing resources, tools and strategies to local School Improvement Councils and other stakeholder groups.”
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7. Program Evaluation

A. Outcomes

Describe methods used to determine the program’s impact. Document measures or evidence collected to demonstrate impact.

See section 6

B. Implementation

Outline the methods used and data collected for determining the degree of implementation of the program. Provide any observations about how the program may have shifted or deviated from the original program plan. Are services or activities going as planned? Is the program reaching the intended target population or the intended number of participants? Is it leading to expected outcomes? How do participants or recipients perceive the services, benefits, activities of the program?

CEP is on track with engaging in activities that relate to its goals. At the 2015-2016 planning retreat, a couple of changes were made. First, a new Director was named for the Center. Secondly, the five distinct groups that form CEP decided upon a focus for 2015-2016 that all work toward. That focus is to assist SCDE in its efforts to improve low performing schools. So while the goals will stay the same, they will be implemented with overall focus in mind. CEP also intends to employ someone part time to assist with program evaluation. In short, CEP is on track, but feels the need to come together as one entity more so than it has done in the past.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ X _____ Yes _____ No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

In addition to regular leadership meetings to review data and propose operational changes, the CEP is formally reviewed by the USC College of Education’s Quality Assurance Committee (QCom). The committee, made up of faculty and administrative representatives from the College of Education and the College of Arts and Sciences, principals and teachers from the public school system, alumni, and the SC Department of Education, is responsible for managing, monitoring, and reviewing assessment plans and data within the College of Education. Core CEP partners were reviewed by QCom in 2014. Review findings for each core partner were compiled and shared with the Dean’s Executive Council, program directors, and the CEPs Co-directors and are available on the COE website. (See links below.)

In addition, the Director and Co-Director instituted yearly evaluations with the directors of each core partner to make sure goals, vision, and resources are being

EIA Program Report for Fiscal Year 2015-16

used wisely. The core partners meet monthly to strategize and focus on best ways to support school initiatives in South Carolina.

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC.

<http://cedup.org/wp-content/uploads/2014/09/QCom-Minutes-3-20-14-SIC-OPE-SCEPC.pdf>

<http://cedup.org/wp-content/uploads/2014/09/QCom-Minutes-4-24-14-SCMSA-WIN-SCGA.pdf>

Program Planning and Fiscal Information

8. Potential EIA Reductions

An economic downturn could result in a decline in EIA revenues collected during the course of a fiscal year. When EIA revenue collections decline, then appropriations to EIA programs may be reduced during the fiscal year.

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2014-15? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the program be modified to address a five to ten percent reduction in funding? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

5% -- Reduce all accounts proportionately

10% -- Reduce all accounts proportionately

The CEP members are actively seeking external funding to support their initiatives and schools in South Carolina. However, a reduction of 5% or 10% would reduce personnel across the CEP and impact some of the new innovative programming that is taking place across the state.

9. Current Program Budget

A. Budget Summary: Complete the budget table(s) below for Fiscal Year 2014-15 and/or 2015-16. If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

10. Recommendations (SDE Administered-Programs DO NOT Complete Question 10-11)

Are there regulatory or statutory changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain.

Are there proviso changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain.

NO.

EIA Program Report for Fiscal Year 2015-16

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	715,933.00	715,933.00
General Funds		
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year		
TOTAL:	715,933.00	715,933.00

Expenditures	2014-15 Actual	2015-16 Estimated
Personnel Services	530,729.00	531,000.00
Contractual Services	81,366.00	88,000.00
Supplies & Materials	38,904.00	37,000.00
Fixed Charges	35,877.00	35,000.00
Travel	22,611.00	24,933.00
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Transfers		
Balance Remaining	6,446.00	
TOTAL:	709,487.00	715,933.00
# FTES:		

11. Future EIA Funding Requests

A. The total amount of EIA funds requested for this program for Fiscal Year 2016-17 will be:

_____	The same as appropriated in the current fiscal year's appropriation
<u> X </u>	An increase over the current fiscal year's appropriation
_____	A decrease over the current fiscal year's appropriation

B. If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

\$ 822,183.00

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

SCGA requests an increased appropriation of \$56,250. This funding is for a new position to create materials and provide professional development to expand the ConnectED initiative focused geospatial technology. This would include training on geographic information systems (GIS), data collection, and lesson development focused on a flipped classroom and project based learning approach. More on this national effort can be found at <http://www.esri.com/connected>.

SIC requests an increased appropriation of \$50,000. While this could be viewed as “new money,” such an increase would in fact bring SC-SIC funding back to its FY07-08 level.

SIC seeks this additional funding for FY16-17 to support and grow three primary efforts:

1. Reinstate at least one (1) part-time Council Specialist to work with identified SICs. For FY14-15, SC-SIC obtained supplementary funding from monies appropriated to the Center for Educational Partnerships to field two (2) temporary part-time Council Specialists to work with selected SICs in the CSRA and Pee Dee regions of the state. Funding for these positions in FY15-16 has, as of yet, been unavailable. The placement of these part-time staff members (working with SICs demonstrating their need for additional face-to-face assistance) had shown promise, leading to increased SIC compliance and functionality. This effort (and its results) is well worth continuing.
2. Support the continued implementation of the “Family Academy” effort. The “Family Academies” coordinated by SC-SIC provide a valuable vehicle to share topic-specific information (such as student reading success, home-school communication, understanding education standards, etc.) targeted to parents in selected districts across the state. Additional funding for mileage, supplies, supporting materials, and in some instances translation services, is needed if this effort is to grow from its current stage to one reaching a wider number of individuals with this valuable information.

3. Expand SC-SIC's successful "Engagement for Outcomes" project. Limited at present by limited travel funding, with an additional appropriation this project could encompass additional identified or self-identified SICs with direct technical assistance and training required for meaningful needs assessment, goal setting, strategic planning, and outcome evaluation as SICs fulfill their statutory roles in helping to shape and implement their schools' five-year improvement plans.

An overall budget increase of \$106,250 will enable the CEP to further its goals in way that directly impact teachers and students in South Carolina.